

Upstream

BEGINNER A1+



Teacher's Book

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Introduction to the Teacher

Upstream Beginner is a complete course for learners studying English at Beginner level.

It aims at the balanced development of all four skills through a variety of communicative tasks, while allowing for a flexibility of approach which makes it suitable for all classes, including large or mixed-ability groups. The key language is regularly recycled, achieving **active, holistic and humanistic** learning!

The course incorporates both a cross-cultural and cross-curricular approach, and its syllabus reflects the guidelines of the Council of Europe Framework under the category of A1, Basic User.

A1 Basic User

Students in this category can understand and use familiar, everyday expressions and basic vocabulary and expressions related to their own personal, concrete world. They can communicate in simple exchanges, introduce themselves and ask and answer questions in a simple, repetitive way. Simple interaction is feasible provided the other person speaks clearly and slowly and is prepared to assist.

Course Components

Student's Book

The Student's Book has been designed to appeal to as well as involve the Ss in language learning. It consists of five modules of two units each. In each module, the students are thoroughly exposed to the new language and, thus, achieve competency in the target language at a faster pace. Each module has its individual aims and at the end of the module, students can record their progress in English.

The Student's Book begins with *Let's Start*, an introductory unit to familiarise the students with the English alphabet and some very basic vocabulary and structures. Each unit is based on a single theme and covers a wide variety of related topics. All units follow the same basic format (*See Typical layout of a module*).

Workbook

The workbook is in full colour and consists of ten units which compliment the theme and content of the corresponding units in the Student's Book, and contain elements specifically designed to extend and consolidate learning through a wide variety of tasks. These are grouped in each unit as *Vocabulary Practice, Reading, Listening, Speaking and Writing*.

An additional feature of the Workbook is the *Grammar in Use* section in every unit. All the grammatical

phenomena of the corresponding unit in the Student's Book are fully exploited in this section. Thus, the teacher can decide to work on it as a whole upon completion of the corresponding unit in the Student's Book or cover it progressively.

In addition, through the *Reader's Corner*, the students are exposed to interesting multicultural and cross-curricular pieces of writing with the aim of broadening their horizons and providing insight into other traditions and customs. At the end of each unit, there is the *Progress Check* section where the students can assess their progress.

The Teacher's version of the Workbook is the same as the Student's version, except that it has an overprinted answer key to all the exercises.

My Language Portfolio

The My Language Portfolio contains the material which the students will use, along with any extra material given by the teacher, throughout the course. The My Language Portfolio has been designed to stimulate and support the learning of the English language. Its purpose is to help the students reflect on, realise their progress in and improve their language learning.

The My Language Portfolio is the students' property. It is a tool to accompany the students' language learning throughout their school life and is suitable for documenting their learning both inside and outside the classroom.

In practice, Language Portfolios may include projects or other examples of written work, computer diskettes (with work or drawings completed inside or outside the classroom), videocassettes (with the students' performances of songs, role plays, etc.), certificates, reports from teachers, or even a collection of objects or pictures. It is a collection of what the learners want to keep as evidence of what they are learning through the medium of the English language. The main emphasis is on the process of learning. As a result, while compiling their Language Portfolios, the learners develop the skill to work independently.

How to make a Language Portfolio

During the first lesson, explain to the students that they should bring in a folder, which they will have with them at all times and in which they will keep their Language Portfolio. For the next lesson, bring in self-adhesive labels, write *My Language Portfolio* on them and help your learners stick them onto their folders. Demonstrate how they should store their material into their Language Portfolio and make sure they update them regularly. (*For further information see pages 169T-170T*.)

Teacher's Book

The Teacher's Book provides interleaved step-by-step lesson plans and the answers to the exercises. It also contains extra ideas on how to present new words and language patterns, additional activities (*Optional Reinforcement & Extension Activities*) as well as tapescripts for the listening activities. At the beginning of the Teacher's Book, the teacher can find the *Programme*, an analytical chart of the targets and objectives of the modules.

The Teacher's Book also includes:

I Tapescripts for the listening tasks in the Self-Assessment sections

II Suggested answers for the pair work activities

III Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners become aware of their progress in the target language, how much they have achieved and what areas need further practice. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

In the **Instruments for Evaluation**, the teacher can find:

- *The Formative Evaluation Chart*: The teacher uses the chart to evaluate the students on an activity at any time during the course and writes the marks attained with the help of a code. (See page 155T for further information.)
- *Student's Self-assessment Forms*: The students give their personal opinion about their own results upon completion of each Self-Assessment Module. They file these forms in their Language Portfolio. (See page 155T for further information.)
- *Progress Report Cards*: The teacher fills them, one per student, upon completion of **each module test**, taking into consideration the student's performance and progress throughout the module as well as the mark received in the corresponding Modular Test. The students file their Progress Report Cards in their Language Portfolio. (See page 155T for further information.)

IV Guidelines for My Language Portfolio

These are guidelines on how to use the activities in My Language Portfolio. (pages 169T-170T)

Test Booklet

The Test Booklet contains five modular tests in two versions to be done upon completion of each corresponding module as well as an end-of-year *Exit Test*. The *Exit Test* can also be used as a placement test for the next level.

At the back of the Test Booklet, the teacher can find the answers to the exercises as well as the tapescripts for

the listening tasks. The Test Booklet is also accompanied by a CD with the listening tasks.

Class Audio CDs/Cassettes

The class audio CDs/cassettes contain all the recorded material in the Student's Book and the Workbook.

Student's CD/cassette

The Student's CD/cassette contains the dialogues, the Everyday English sections, the Culture Clips, the Curricular Cuts as well as all the songs. The Ss can listen to it at home and improve their pronunciation and intonation.

Typical layout of a module

Each module consists of two units, a *Self-assessment*, an *Across the Curriculum* and a *Songsheet* section, in twenty pages altogether. Each module begins with the *Modular page* which gives teachers and students a clear understanding of the objectives and the competences to be achieved upon completion of the module. In addition, the modular pages aim at intriguing and motivating the students to become involved in the units. The students are introduced to the main themes of the units and given the opportunity to familiarise themselves with their content and to express their opinions.

• Key features

I Vocabulary

The target vocabulary of each unit is presented in a meaningful context, using visual/auditory aids, and is activated and extended throughout the unit. In each lesson plan, the teacher will find detailed guidance on how to approach each exercise.

II Reading

Each unit contains appealing, informative texts and natural, everyday dialogues linked to the theme of the unit. There is a wide range of reading text types such as articles, poems, cartoon strips, postcards, e-mails, etc. Each text is exploited in four stages:

- ✓ a **warm-up** activity to help the Ss bring forth their previous academic and empirical knowledge and start thinking about the topic at hand
- ✓ **top-down** activities, such as scanning and skimming, for global understanding
- ✓ **bottom-up** activities to understand the texts fully
- ✓ **oral reproduction** where the Ss perform role plays, monologues, etc.

III Exploring Grammar

People need to discover things for themselves, experiment and construct their own world out of the experiences they have. Only then will the new

information be anchored in their long-term memory. Following that premise, *Upstream Beginner* lets the Ss explore the new structures, find examples in the text and complete the rules. Each section also includes a variety of tasks to practise and consolidate the new structures. At the back of the book, there is a *Grammar Reference* section that offers a clear and concise explanation of the structures in each unit.

IV Listening and Speaking

Ss develop their **listening skills** through a variety of realistic tasks which reinforce their mastery of the language taught in the unit. The listening texts all replicate authentic spoken English and feature a range of genuine native speaker accents.

Ss develop their **speaking skills** through a wide range of speaking tasks which necessitate asking for and giving information, exchanging ideas and opinions, suggesting and speculating, etc.

V Everyday English

Everyday English sections enable the Ss to practise real-life communication strategies. Functional language structures associated with realistic situations are practised in a wide range of communicative tasks. These sections also deal with features of everyday speech such as paying/accepting compliments, showing surprise, etc.

VI Pronunciation

There are tasks which develop the Ss' ability to recognise, distinguish and reproduce the various sounds in spoken English.

VII Writing

The writing sections have been carefully designed to ensure that the Ss develop their writing skills in a systematic manner.

The Ss are always given a **model text**, which is then thoroughly analysed. The Ss also practise the language and the structural devices to be used. All activities lead the Ss to the final task, which follows a clear **plan** and is based on the model text provided.

All writing tasks are based on authentic types and styles of writing such as letters, postcards, faxes, e-mails, etc.

VIII Culture Clips

In this section, the students have the opportunity to read short texts about aspects of life in English-speaking countries. These texts also act as a springboard to promote cultural individuality as the students are asked to find similarities and differences between English-speaking countries and their own.

IX Curricular Cuts/Across the Curriculum

In this section, the students use the English language as a tool for exploring interdisciplinary themes such as *Science, Art & Design* and *History*. In this way, the English language is used as a means of communication, as use, rather than simply as usage.

X Com and Eddy

Two amusing characters, Com and Eddy, give the students the chance to relax and have a laugh. At the same time, the students are given some cultural reference such as the *Knock, Knock* and *Waiter, waiter* jokes.

XI Study Skills

The study skills section helps students learn more efficiently by showing them ways of organising themselves as far as studying is concerned. It gives clear instructions on how best to deal with specific tasks and also provides practice on the skill being presented. It also helps learners discover the learning style which best suits them. It is advisable to go through each study skill and make sure the Ss understand what it means. Encourage the Ss to employ the study skills whenever possible. This will gradually lead them to becoming independent, autonomous users of the English language.

XII Module Self-Assessment

This section includes exercises consolidating the module as well as preparing the students for the test which can be found in the *Test Booklet*.

XIII Songsheet

In addition to the songs presented throughout the units, this section provides a theme-related song for each module. Songs are an excellent resource in the language classroom as they help teach concepts and skills, develop language patterns and create a pleasant atmosphere in the classroom.

The Student's Book also includes:

- **Optional Units:** There are two optional units, *Hogmanay: The Scottish New Year!* & *Valentine's Day*. They are to be covered just before the corresponding celebrations.
- **Pairwork Activities:** The Ss consolidate the language and structures through two information gap activities per module. They can be done upon completion of the *Self-Assessment* sections or whenever the teacher thinks appropriate. The teacher should demonstrate the first activity with the help of a student so that the Ss know what to do.
- **Word Perfect:** The key vocabulary of the course is practised thematically through a wide variety of

tasks such as crossword puzzles, spidergrams, board games, etc.

- **Grammar Check:** Each grammatical phenomenon is further reinforced through a variety of tasks. In the Teacher's Book, there is reference as to when the teacher can do the exercises in both the *Grammar Check* and the *Word Perfect* sections.
- An **American English – British English Guide** highlighting the differences between the two main international varieties of English.
- An **Irregular Verbs** list
- **Grammar Reference:** The Ss can refer to this section for details on the grammatical phenomena presented in the units.
- **A Word List**

Basic Principles of Upstream

The modularised approach of Upstream caters for the holistic development of the pupils. The activities are specially designed to meet the needs of all types of learners (visual, auditory, tactile/kinaesthetic) and aim at developing Ss' linguistic, learning-to-learn and social skills.

Linguistic Skills

The Ss can do the following upon completion of each module:

- 1 associate pictures with new vocabulary with the aid of illustrations in their books as well as through definitions, sounds, etc.
- 2 produce the sounds, pronunciation and intonation of the target language
- 3 communicate with their peers in English, exchanging basic information about everyday matters such as introducing themselves, describing a house, talking about food, etc.
- 4 comprehend dialogues, short exchanges, etc. on tape and use the set patterns in multi-sensory tasks
- 5 achieve oral competency through the reproduction of short exchanges

Learning-to-learn Skills

Upon completion of each module, the Ss will be able to:

- 1 concentrate better and longer as they are trained to listen to dialogues and texts in order to perform a task
- 2 skim and scan texts and dialogues to locate the necessary information
- 3 develop their writing skills
- 4 empathise with aspects of life in English-speaking countries
- 5 record and assess their progress through the Modular Revision and Assessments and Student's Self-Assessment Form, thus developing autonomy

Social Skills

Upon completion of each module, the Ss will:

- 1 experience being part of a group and obeying rules through the games
- 2 become more responsible by keeping and updating their Language Portfolio
- 3 have a good understanding of the culture and traditions of English-speaking countries.
- 4 have some understanding of the way of life in English-speaking countries.

Types of learning styles

Over the years, teachers have noticed that some of their Ss learn by listening to new information. Some other Ss prefer to read about it, whereas others need to do something with the new information. These are different learning styles as different people learn in different ways. Consequently, a coursebook should offer a variety of exercises and material which stimulate all types of learning styles in order to help the Ss learn according to their personal learning styles.

What are the types of learning styles?

• Visual/Spatial Learners

These learners need to see the teacher's body language and facial expression to fully understand the content of the lesson. They think in pictures and learn best from visual displays including diagrams, illustrations, transparencies, videos and hand-outs.

• Auditory Learners

These learners learn best through verbal lectures, discussions, talking things through and listening to what others have to say. Written information may have little meaning until it is heard. They often benefit from reading a text aloud and using a tape recorder.

• Tactile/Kinaesthetic Learners

Tactile/Kinaesthetic people learn best through a hands-on approach, actively exploring the physical world around them. They may find it hard to sit still for long periods and may become distracted by their need for activity and exploration. These learners express themselves through movement. They have a good sense of balance and eye-hand coordination. They have to do things on their own to be able to learn the new language.

Programme

Let's Start

In this introductory unit the Ss will ...

- be introduced to the English alphabet
- practise numbers 1-100
- practise colours
- practise asking for personal information (names, telephone numbers, favourite colours)
- talk about school items
- be introduced to international English words
- practise useful language for communication inside and outside the classroom

Module 1 (Units 1-2): Family and Friends

In this module the Ss will ...

read ...

- about making friends on the Internet
- a factfile about Italy
- about people introducing/greeting each other
- an article about a TV family
- about host families around the world
- about family camps

listen to ...

- different extracts of traditional music
- a conversation about filling in an e-friend's application form
- extracts of greetings/introductions in different languages
- people introducing/greeting each other
- Peter introducing his friend Tom to his family
- a dialogue between two friends buying presents for a host family
- a dialogue between two people talking about a family camp
- a song

COMPETENCES

learn how to ...

- give geographical information (countries, capital cities, nationalities)
- ask for/give personal information
- introduce themselves and greet others
- identify and describe family members
- talk about personal possessions
- talk about abilities
- ask for and offer help
- distinguish between and pronounce the sounds /æ/, /ɑ/ and /ə/
- use appropriate word stress
- organise ideas into paragraphs

DESCRIPTORS

practise ...

(Grammar)

- the Present Simple of the verb 'to be'
- question words
- the verb 'have got'
- the verb 'can'
- possessives

(Lexical areas)

- countries and nationalities
- introductions and greetings
- points of compass
- family members
- adjectives related to appearance and character
- sports and pastime activities

do a project about ...

- another country
- their family tree

write ...

- personal information (Internet registration form)
- a letter to a pen-pal
- a Host Post entry
- a postcard

This module will develop the four skills through the following activity types:

- picture word association
- multiple matching
- pairwork activities, role play, monologues
- word order identification
- information gap activities
- reading for specific information (note taking, gap filling, scanning, identifying correct/incorrect information)
- reading for gist
- answering open-ended questions
- listening for global understanding
- listening for specific information (identifying correct/incorrect information)
- team work
- games

Curricular Cuts (Geography): Around the UK!

The Ss will ...

- read about the different countries in the UK
- practise locating cities on a map
- draw a map of their own country

Culture Clip: The British Royal Family

The Ss will ...

- read about the British Royal Family
- listen to a dialogue between two people visiting Buckingham Palace
- talk and write about a famous family in their own country

Self-Assessment Module 1

The Ss will ...

- revise and consolidate the language taught in this module using all four skills

Across the Curriculum 1 (Science): Who do you take after?

The Ss will ...

- explore the differences between people and become aware of the fact that hair/eye colour is hereditary

Songsheet 1: Dreamland

The Ss will ...

- revise character/appearance adjectives through a song

Module 2 (Units 3-4): A Way of life

In this module the Ss will ...

read ...

- about a song competition
- an article about Sophia who is both a mother and a college student
- a job quiz
- a dialogue between a career adviser and a student
- an article about Queen Mary's Doll's House
- a home exchange listing
- a dialogue between a couple talking about their new house

listen to ...

- a song
- short conversations practising time
- a dialogue between a career adviser and a student
- information about Windsor Castle
- two friends talking about different types of houses
- a couple talking about their new house

COMPETENCES

learn how to ...

- express preferences
- talk about daily routine
- talk about school subjects
- tell the time
- pronounce verbs in the third person of the Present Simple
- talk about jobs and job preferences
- identify rooms and things in a house
- describe houses
- distinguish between and pronounce the sounds /æʊ/ and /oʊ/
- talk about location
- give directions

DESCRIPTORS

practise ...

(Grammar)

- the Present Simple
- adverbs of frequency
- there is/there are
- prepositions of place
- plurals

(Lexical areas)

- everyday activities
- school subjects
- jobs
- rooms/things in a house
- houses/interiors
- shops/places

do a project about ...

- a song competition
- their daily routine
- their dream house

write ...

- a job ad
- a home exchange listing
- a fax message

This module will develop the four skills through the following activity types:

- picture word association
- anticipation, prediction, brainstorming
- multiple matching
- word order identification
- reading for specific information (identifying the main points in a paragraph, identifying correct/incorrect information, scanning)
- reading for gist
- understanding new words through context
- answering open ended questions
- sentence completion
- listening for global understanding
- listening for specific information (identifying correct/incorrect information)
- pairwork activities, role play, monologues
- categorising information
- information gap activities
- team work
- games

Culture Clip: Home on the range!

The Ss will ...

- read about cowboys
- talk about a typical job in their own country

Programme

Curricular Cuts (Art & Design): In Good Shape!

The Ss will ...

- read an article about the shapes of buildings and how this can help attract customers
- design a building to attract customers

Self-Assessment Module 2

The Ss will ...

- revise and consolidate the language taught in this module using all four skills

Across the Curriculum 2 (Citizenship): Firefighters: People who help us

The Ss will ...

- become aware of people who help in their community

Songsheet 2: A room of your own

The Ss will ...

- listen to a song about someone's room
- exploit the idea of what *home* means to them

Module 3 (Units 5-6): Eat, Drink and Enjoy

In this module the Ss will ...

read ...

- an article about star signs and food preferences
- a dialogue between a couple about what there is for breakfast
- an article with advice and tips for cooking
- a cartoon strip about an American tourist visiting London
- an article about two teachers and their expedition to the Antarctic
- a dialogue about two friends discussing what clothes to pack for a camping trip

listen to ...

- two people ordering food in a restaurant
- a couple talking about what there is for breakfast
- short exchanges related to food preparation and ordering
- a song about the way the weather affects our mood
- people talking about how they feel in different types of weather
- a text about the Bancroft Arnesen Expedition
- a person buying clothes
- two friends discussing what clothes to pack for a camping trip

COMPETENCES

learn how to ...

- express food preferences
- pronounce the weak forms of *a* and *of* /ə/

- order food
- give advice about cooking
- give cooking instructions
- talk about the weather and how it makes them feel
- describe actions happening at the time of speaking
- talk about activities
- talk about clothes
- distinguish between and pronounce the sounds /g/ and /ŋ/
- compare things

DESCRIPTORS

practise ...

(Grammar)

- countable/uncountable nouns
- some/any
- should/shouldn't
- much/many/a lot of
- the Present Continuous
- comparatives

(Lexical areas)

- food/drink items
- food containers/utensils
- preparing food
- weather/seasons/months
- seasonal activities
- clothes

do a project about ...

- their favourite three-course meal (star menu)
- shopping (a shopping list)
- family activities (a poster)

write ...

- a recipe
- a postcard
- a friendly letter

This module will develop the four skills through the following activity types:

- picture word association
- multiple matching
- word order identification
- reading for gist
- reading for specific information (gap filling, identifying information, scanning)
- recognising cohesive devices
- answering open ended questions
- sentence completion
- listening for global understanding
- listening for specific information
- pairwork activities, role play, monologues
- categorising information
- team work
- games

Culture Clip: I Love New York!

The Ss will ...

- read about New York
- listen to short messages on answering machines
- talk and write about what people can see and do in their town/city

Curricular Cuts (Art & Design): In Good Shape!

The Ss will ...

- read about calories
- choose food items from a calorie chart and make a one-day meal plan

Self-Assessment Module 3

The Ss will ...

- revise and consolidate the language taught in this module using all four skills

Across the Curriculum 3 (Science): Material World!

The Ss will ...

- learn which material is suitable for different items of clothing

Songsheet 3: A song for all seasons

The Ss will ...

- listen to a song about the four seasons
- exploit the idea of personification in poetry/lyrics

Module 4 (Units 7-8): All in the Past

In this module the Ss will ...

read ...

- an article about the early years of three famous people
- a poem about the Cheyenne way of life
- about Matulik talking about the Inuit way of life in the past
- people's web page entries about what they used to do when they were children
- an article about animals that lived on Earth a long time ago
- an article about HAM, the first chimp in space
- the beginning and ending of a story

listen to ...

- information about Sean Connery
- Matulik, an Inuit
- two friends talking about their favourite soap opera, the *Northerners*
- information about the Museum of Natural History
- information about two famous animals
- a woman telling her friend about a very embarrassing experience
- a song

COMPETENCES

learn how to ...

- give dates of birth
- talk about life in the past
- pronounce **-ed**
- talk about the weekend
- talk about past habits
- describe extinct animals
- distinguish between and pronounce the sounds /æ/, /ɔ/ and /eɪ/
- narrate events
- show surprise

DESCRIPTORS

practise ...

(Grammar)

- the Past Simple
- ordinal numbers
- Prepositions of time

(Lexical areas)

- words related to life in the past
- past habits and activities
- animals
- parts of the body

do a project about ...

- about a famous person from their own country
- an extinct animal
- an animal star

write ...

- an entry for a website about their past habits
- a biography
- a story

This module will develop the four skills through the following activity types:

- picture word association
- multiple matching
- word order identification
- anticipation, prediction, brainstorming
- reading for gist
- reading for specific information (intensive reading, gap filling, note taking, identifying information, scanning)
- answering open ended questions
- listening for global understanding
- listening for specific information (identifying correct/incorrect information, note taking)
- pairwork activities, role play, monologues
- team work
- games

Programme

Curricular Cuts (History): The Birth of Youth Culture

The Ss will ...

- read and talk about the 50s and the birth of youth culture
- find information and write about the life of famous people in the 50s

Literature Corner: Black Beauty

The Ss will ...

- read short extracts from the novel, *Black Beauty*
- talk about how to treat horses
- prepare a 'For Sale' poster for Black Beauty

Self-Assessment Module 4

The Ss will ...

- revise and consolidate the language taught in this module using all four skills

Across the Curriculum 4 (PE/Drama): Dance Steps!

The Ss will ...

- follow the instructions and practise rock n' roll dance steps

Songsheet 4: Rocking Chair Rock

The Ss will ...

- listen to a song about an old person's memories

Module 5 (Units 9-10): Adventure

In this module the Ss will ...

read ...

- an interview with a Sci-Fi author
- about Gap Year
- a dialogue between a couple arranging to go on a trip
- an article about etiquette around the world
- a magazine article about travelling experiences
- a dialogue between two friends who haven't seen each other for years

listen to ...

- an interview in which a Sci-Fi author talks about the future
- information about an organisation offering courses in different countries
- a dialogue between a couple arranging a trip
- a song about travelling
- a dialogue about people and countries they have been to
- a conversation between two friends who haven't seen each other for years

COMPETENCES

learn how to ...

- make predictions about the future
- give information about personal plans and intentions
- distinguish between and pronounce the sounds /e/ and /ɜ:/
- invite people out in English
- give information to people travelling to their country
- talk about personal experiences
- distinguish between and pronounce the sounds /t/ and /l/
- talk about personal changes
- pay/accept compliments in English

DESCRIPTORS

practise ...

(Grammar)

- will
- be going to
- the Present Continuous (future meaning)
- must/mustn't
- can/can't
- should/shouldn't
- Present Perfect
- superlatives

(Lexical areas)

- words related to life in the future
- sports
- sports equipment
- natural features
- words related to personal changes

do a project about ...

- an organisation offering courses
- people visiting their country and the information they need

write ...

- ads in magazines of the future
- an e-mail
- a travel magazine article about their own travelling experiences
- a friendly letter

This module will develop the four skills through the following activity types:

- picture word association
- multiple matching
- anticipation, prediction, brainstorming
- reading for gist
- reading for specific information (gap filling, note taking, identifying information, scanning)
- answering open ended questions
- listening for global understanding
- listening for specific information (identifying correct/incorrect information, gap filling)

- pairwork activities, role play, monologues, information gap activities
- team work
- games

Culture Clip: A Brilliant Future

The Ss will ...

- read an article about the new Wembley stadium
- talk and write about a stadium in their own country

Curricular Cuts (Science): a Ray of Sunshine

The Ss will ...

- read and talk about the different kinds of sun rays
- find the right SPF for them

Self-Assessment Module 5

The Ss will ...

- revise and consolidate the language taught in this module using all four skills

Across the Curriculum 5 (Literature)

The Ss will ...

- read about three famous novels by Jules Verne
- listen to an extract from one of the novels by Jules Verne

Songsheet 5: Get Into The Groove!

The Ss will ...

- listen to a song
- work on the 'incorrect' language found in lyrics of modern songs

Special Days

Hogmanay: The Scottish New Year!

The Ss will ...

- read a cartoon strip story about a Scottish family on New Year's eve
- listen to Auld Lang Syne, a traditional Scottish song
- talk and write about New Year celebrations in their own country

Valentine's Day

The Ss will ...

- read an article about what people did in the past on Valentine's Day
- talk about Valentine's Day
- read an adaptation of a Robert Burns' poem

Pairwork Activities/Word Perfect/Grammar Check

The Ss will ...

- revise and consolidate the language and structures in each unit/module

Contents

	Topics	Vocabulary	Reading	
Module 1	Starter Unit (pp. 4-6)	alphabet; numbers (1-100); colours; classroom objects; international English words		
	UNIT 1 (pp. 8-15)	<ul style="list-style-type: none">e-friendsfamous people all over the world	countries & nationalities <ul style="list-style-type: none">e-mailsfactfileCurricular Cuts: <i>Around the UK! (Geography)</i>	
	UNIT 2 (pp. 16-23)	<ul style="list-style-type: none">familieshost familiescamps	family-related words; appearance; character adjectives; activities <ul style="list-style-type: none">TV guidesentry to host families magazinecamp adsCulture Clip: <i>The British Royal Family</i>	
Module 2	Self-Assessment Module 1 (pp. 24-25) – Across the Curriculum 1 & Songsheet 1 (p. 26)			
	UNIT 3 (pp. 28-35)	<ul style="list-style-type: none">daily routinesjobs	everyday activities; subjects; jobs <ul style="list-style-type: none">an entry to a song competitionan article on a mother-studenta quiz about the qualities of a police officerCulture Clip: <i>Home on the range!</i>	
	UNIT 4 (pp. 36-43)	<ul style="list-style-type: none">housesinteriorsshops/places	rooms; things in a house; buildings <ul style="list-style-type: none">Queen Mary's Doll's HouseHome Exchange listingnoticesCurricular Cuts: <i>In Good Shape! (Art & Design)</i>	
Module 3	Self-Assessment Module 2 (pp. 44-45) – Across the Curriculum 2 & Songsheet 2 (p. 46)			
	UNIT 5 (pp. 48-55)	<ul style="list-style-type: none">star signsmenuscooking instructions	star signs; food; containers; utensils <ul style="list-style-type: none">article about food preferences according to star signarticle giving advice on cookingCurricular Cuts: <i>Calorie Lab (Maths)</i>	
	UNIT 6 (pp. 56-63)	<ul style="list-style-type: none">weather and related feelingsseasonal activitiesclothes	weather; seasons; months; adjectives related to feelings; activities; clothes <ul style="list-style-type: none">a cartoon stripThe Bancroft Arnesen ExpeditionCulture Clip: <i>I Love New York!</i>	
Module 4	Self-Assessment Module 3 (pp. 64-65) – Across the Curriculum 3 & Songsheet 3 (p. 66)			
	UNIT 7 (pp. 68-75)	<ul style="list-style-type: none">famous peopleways of life in the pastpast habits & activities	vocabulary related to ways of life in the past <ul style="list-style-type: none">an article about the early lives of famous peoplea poem about the Cheyennean article about the InuitCurricular Cuts: <i>The Birth of Youth Culture (History)</i>	
	UNIT 8 (pp. 76-83)	<ul style="list-style-type: none">extinct animalsanimal starsstories	parts of the body; animals <ul style="list-style-type: none">an article about extinct animalsan article about the first chimp in spacebeginnings and endings of a storyLiterature Corner: <i>Black Beauty</i>	
Module 5	Self-Assessment Module 4 (pp. 84-85) – Across the Curriculum 4 & Songsheet 4 (p. 86)			
	UNIT 9 (pp. 88-95)	<ul style="list-style-type: none">tomorrow's worldpersonal plansfuture plans	sports; sports equipment <ul style="list-style-type: none">an article about a typical day in the futurean article about gap year activitiesCulture Clip: <i>The new Wembley Stadium</i>	
	UNIT 10 (pp. 96-103)	<ul style="list-style-type: none">travellingpersonal experiencespersonal changes	words connected with travelling; natural features <ul style="list-style-type: none">an article about etiquette in various countriesa poster with personal experiencesCurricular Cuts: <i>A Ray of Sunshine (Science)</i>	
Self-Assessment Module 5 (pp. 104-105) – Across the Curriculum 5 & Songsheet 5 (p. 106)				
Optional Units (pp. 107-111) Pairwork Activities (pp. 112-115) Word Perfect (pp. 116-120) Grammar Check (pp. 121-131)				

Grammar	Listening	Speaking	Writing
to be; a/an; this/that		spelling names; exchanging phone numbers; classroom language	
to be; question words	<ul style="list-style-type: none"> - completing a registration form - identifying the language heard on tape - completing short exchanges on introductions & greetings 	talking about countries and nationalities; introductions & greetings	<ul style="list-style-type: none"> - a pen-pal letter <i>Portfolio: a registration form; a factfile for a country; a map of your country</i>
have got; can; possessive case/pronouns/adjectives	<ul style="list-style-type: none"> - introducing one's family - deciding on what presents to buy for a host family 	describing physical appearance; talking about character; talking about abilities; asking for and offering help	<ul style="list-style-type: none"> - a postcard <i>Portfolio: a family tree; an entry to a host families magazine; a famous family from your country</i>
present simple; like/love + -ing; prepositions of time; adverbs of frequency	<ul style="list-style-type: none"> - a song - identifying time 	talking about daily routines; expressing preferences; talking about school subjects; telling the time; talking about jobs	<ul style="list-style-type: none"> - a job ad <i>Portfolio: a song for a competition; a paragraph about your daily routine</i>
there is/are; plurals; prepositions of place; imperative	<ul style="list-style-type: none"> - completing information about Windsor Castle - matching people to houses 	talking about houses; talking about location; giving directions	<ul style="list-style-type: none"> - a fax message <i>Portfolio: a paragraph about your house; a home exchange listing</i>
countable/uncountable nouns; some/any; much/many/a lot of	<ul style="list-style-type: none"> - finding what people are ordering - choosing the correct picture 	talking about food preferences; ordering food; giving advice; preparing food; talking about food quantities	<ul style="list-style-type: none"> - a recipe <i>Portfolio: a star menu; a shopping list</i>
present continuous; comparisons	<ul style="list-style-type: none"> - a song - matching people to places in New York 	talking about weather & seasons; talking about how the weather makes us feel; describing actions happening now; buying clothes; comparing clothes	<ul style="list-style-type: none"> - a letter while on holiday <i>Portfolio: a postcard; a poster with family activities; an article about your town/city</i>
ordinals; past simple (regular verbs); prepositions of time; used to	<ul style="list-style-type: none"> - sorting information about a famous person 	talking about dates of birth; talking about the Cheyenne's way of life; talking about past habits & activities	<ul style="list-style-type: none"> - a biography <i>Portfolio: a factfile about a famous person; an entry to a website with what you used to do as a child</i>
had, could; past simple (irregular verbs)	<ul style="list-style-type: none"> - completing information about a Museum of Natural History/animal stars 	describing animals; narrating events; showing surprise	<ul style="list-style-type: none"> - a story <i>Portfolio: a paragraph about an extinct animal; a paragraph about an animal star, a 'For Sale' poster for Black Beauty</i>
simple future; be going to; present continuous for future arrangements	<ul style="list-style-type: none"> - completing information about an organisation 	making predictions about life in the future; talking about plans and intentions	<ul style="list-style-type: none"> - an e-mail <i>Portfolio: ads; a paragraph about an organisation; a short description of a stadium</i>
must/mustn't, can, should/shouldn't; present perfect; superlatives	<ul style="list-style-type: none"> - a song - matching people to countries 	talking about travelling; talking about personal experiences and personal changes; paying/accepting compliments in English	<ul style="list-style-type: none"> - a letter giving news <i>Portfolio: a short paragraph giving information about your country; an article with your travel experiences</i>

Let's Start

► Alphabet

1 Listen and repeat.

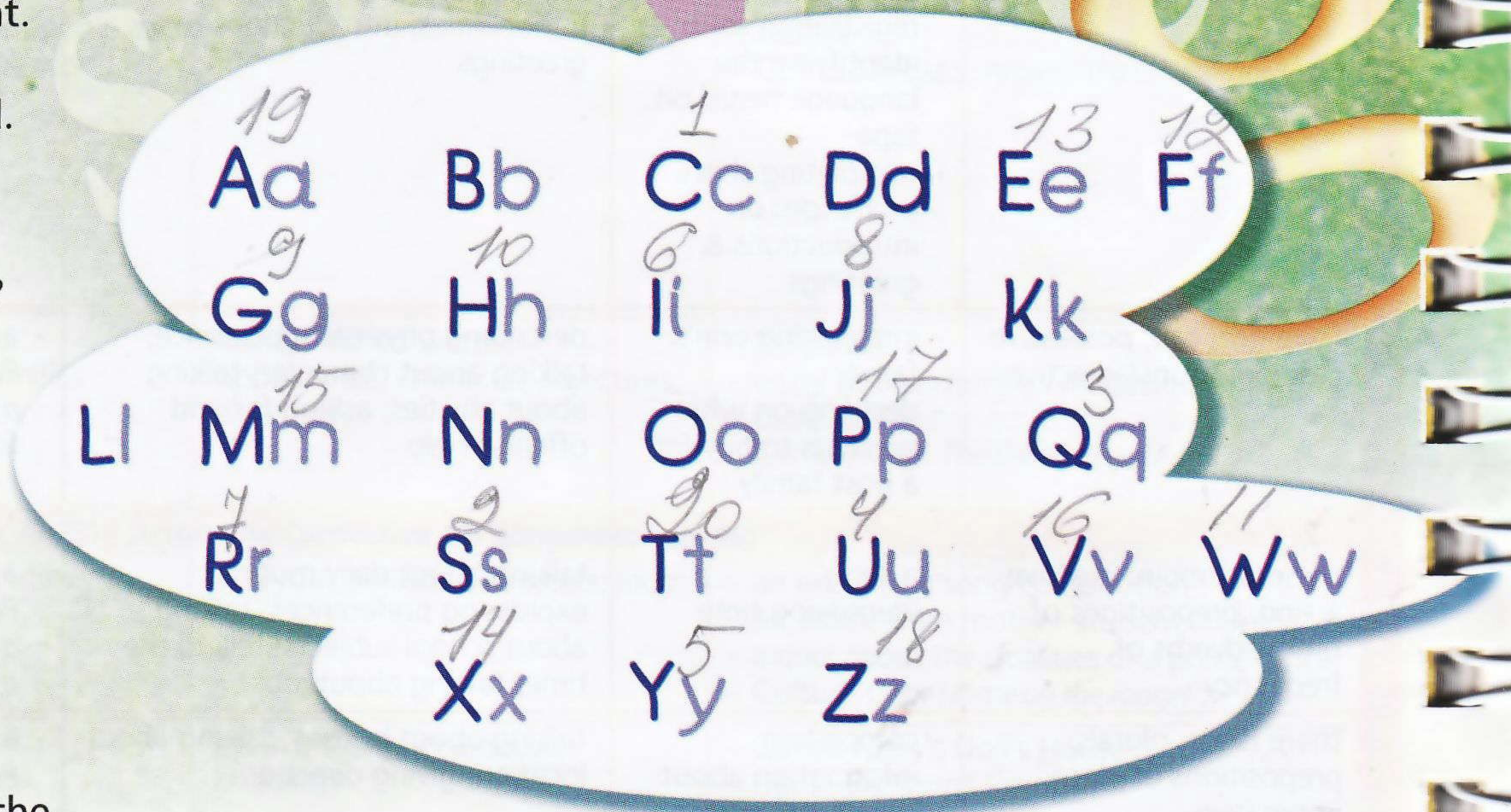
2 Talk with your friend.

A: What's your name?

B: Mario.

A: How do you spell it?

B: M-A-R-I-O.



► Numbers

3 a. Read and write the numbers. Then, listen and repeat.



b. Make a telephone list with your classmates' phone numbers.

Name	Telephone
.....
.....
.....

A: Hello, what's your name?

B: Alex. That's A-L-E-X.

A: And your last name?

B: Cotton.

A: Cotton? How do you spell it?

B: C-O-Double T-O-N.

A: What's your phone number?

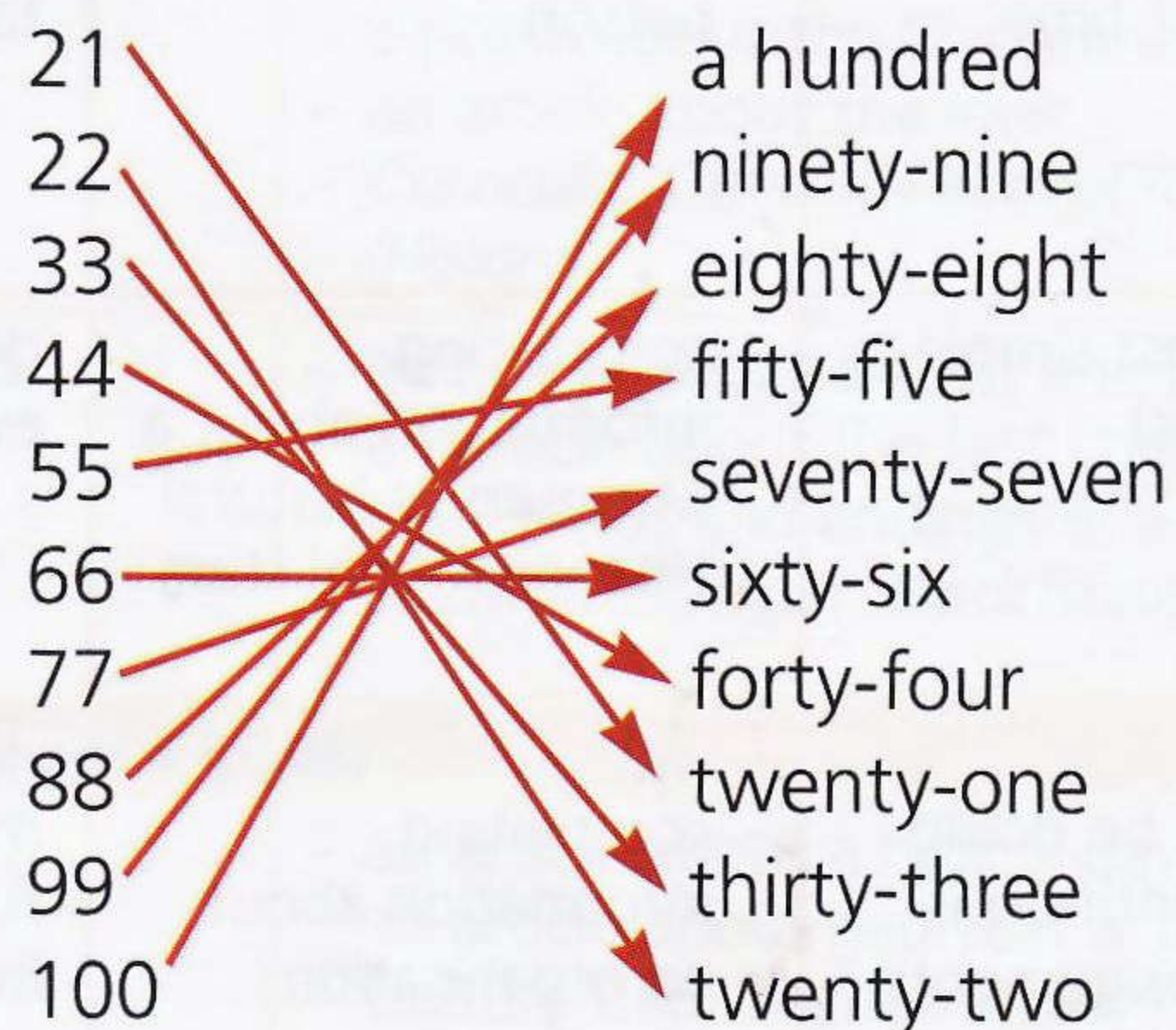
B: 409295

A: Thanks.

4 Listen and repeat.

10 ten	16 sixteen
11 eleven	17 seventeen
12 twelve	18 eighteen
13 thirteen	19 nineteen
14 fourteen	20 twenty
15 fifteen	

5 Read and match.



6 Listen and circle.

forty – fourteen

fifty – fifteen

ninety – nineteen

seventy – seventeen

Let's Start

Objectives/Targets: introducing oneself; the English alphabet; numbers; colours and introducing and practising school-related words

Vocabulary: alphabet; numbers (1-100); colours; school related objects; international English words

Language focus

Language in use: What's your name?; How do you spell it? And your last name? What's your phone number? Thanks.; What's your favourite colour? What's this? It's an exercise book. What's this in English? I am sorry, I don't know. Can you repeat that, please? Can you speak slowly, please?

Speaking: asking for and giving personal information (situational dialogue; information gap activity; clarification questions)

Focus ► ice-breaking to meet the Ss

- Prepare blank name tags, one for each student. Wait by the door, greet the Ss as they come in and hand them a name tag each. Once they are all seated, introduce yourself to the Ss. Say, then write your name on the board: *e.g. My name is Ms Thompson*. Ask them to write their names on the tags and hand them back to you.
- Take the completed name tags and place them in a bag. Take a tag out of the bag and call out the name written on it. The student whose name it is comes to your desk to collect it. Read out the Ss' names. Each student comes to your desk and picks his/her name tag. Greet the Ss as they come and encourage them to greet you back.

e.g. T: John

John: (Coming to collect his name tag)

T: Hello, John.

John: Hello. etc

1 Focus ► introducing the English alphabet

- Read the instructions and explain the task. Go through the alphabet and do some quick choral and/or individual repetition, if necessary, for correct pronunciation.
- Play the cassette/CD, pausing for the Ss to repeat, chorally and/or individually. Play the cassette/CD a second time. The Ss listen and follow in their books. Write letters at random on the board. Ss say them.

2 Focus ► practising the English alphabet

Read the rubric and explain the task. Go through the exchanges with the Ss, and elicit any unknown vocabulary. The Ss, in pairs, take turns to ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

3 a. Focus ► introducing numbers 0-9

- Present numbers 0-9 by writing them on the board, one at a time, and saying them. The Ss repeat, chorally and/or individually. Say numbers 0-9 at random. Individual Ss come to the board and write them. Ask the rest of the class for verification.
- Go through the instructions and make sure everyone understands the task. Allow the Ss some time to read and write the numbers. Check the Ss' answers.
- Play the cassette/CD, twice if necessary. The Ss repeat, chorally and/or individually. Check the Ss' pronunciation.

b. Focus ► practising numbers, asking for personal information (names, telephone numbers)

- Read the instructions and explain the task. Go through the exchanges with the Ss and elicit any unknown vocabulary. Explain that they have to perform similar exchanges in order to complete the telephone list. Allow the Ss some time to circulate around the class and complete the task. Ask individual Ss to report back to the class.

Ss' own answers

4 Focus ► presenting numbers 10-20

- Write numbers 10-20 on the board and say the appropriate words. Do some quick choral and/or individual repetition, if necessary, to improve the Ss' pronunciation.
- Refer the Ss to the exercise box. Play the cassette/CD, twice if necessary. Pause for the Ss to repeat, chorally and/or individually. Check the Ss' pronunciation.

5 Focus ► presenting numbers 21-100

- Read the instructions and the numbers and explain the task.
- The Ss read silently and complete the task. Check the Ss' answers.

6 Focus ► presenting word-stress in numbers

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task.
- Check the Ss' answers by asking individual Ss to report back to the class.

7 a. **Focus ►** introducing colours

- Focus the Ss' attention on the colours palette. Point to each colour word and elicit what these words have in common (they are all colours). Point to each colour and say the appropriate word. The Ss repeat, chorally and/or individually. Check their pronunciation.
- Read the instructions and explain the task. The Ss read silently and complete the task. Check the Ss' answers.
- Ask individual Ss to point to and name the colour of items in the classroom. Ask the rest of the class for verification.

b. **Focus ►** practising colours

Read the rubric and the example and make sure everyone understands the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What's your favourite colour?

B: Orange. What about you?

A: My favourite colour is green. etc

- c. Go through the instructions and the example and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

8 **Focus ►** introducing and practising This/That - A/An & school related items

- Present the school items, one at a time. Point to an exercise book and say: *exercise book*. The Ss repeat, chorally and/or individually. Follow the same procedure with the rest of the words by pointing to items in the classroom or by drawing simple sketches on the board.
- Say, then write: *It's a pencil*. The Ss repeat after you. Underline the word in bold. Then, say and write: *It's an apple*. The Ss repeat after you. Underline the word in bold. Elicit/Explain the use of **a** before words beginning with a consonant sound and **an** before words beginning with a vowel sound.
- Drill your Ss.
e.g. T: umbrella
S1: an umbrella
T: dictionary
S2: a dictionary etc

Suggested cues: umbrella, dictionary, apple, name, telephone, pencil, eraser, bag, etc.

- Go near a student, point to him/her, say and write: ***This** is (Kelly)*. The Ss repeat after you. Underline the word in bold. Stand far away from a student, point to him/her, say and write: ***That** is (Mark)*. The Ss repeat after you. Underline the word in bold. Elicit/Explain the use of **this** and **that**.
- Read the instructions and the example and explain the task. The Ss, in pairs, ask and answer as in the example. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

- | | |
|-----------------------|--------------------|
| 2 A: What's this? | 6 A: What's that? |
| B: It's an umbrella. | B: It's a pen. |
| 3 A: What's this? | 7 A: What's that? |
| B: It's a pencil. | B: It's a board. |
| 4 A: What's this? | 8 A: What's that? |
| B: It's a dictionary. | B: It's an eraser. |
| 5 A: What's that? | 9 A: What's that? |
| B: It's an apple. | B: It's a bag. |

Extension (Optional)

Ask the Ss to look around them and think of other words related to school. Make a list with the English words and their translation. Ask the Ss to try and use them whenever possible.

Colours

► Colours

7 a. Look, read and match.



b. Talk with your friend.

A: What's your favourite colour?

B: Blue. What about you?

c. Put the colours in alphabetical order.

black, blue, brown, green, grey, orange, pink, purple, red, white, yellow

► This/That - A/An

This is a sharpener.

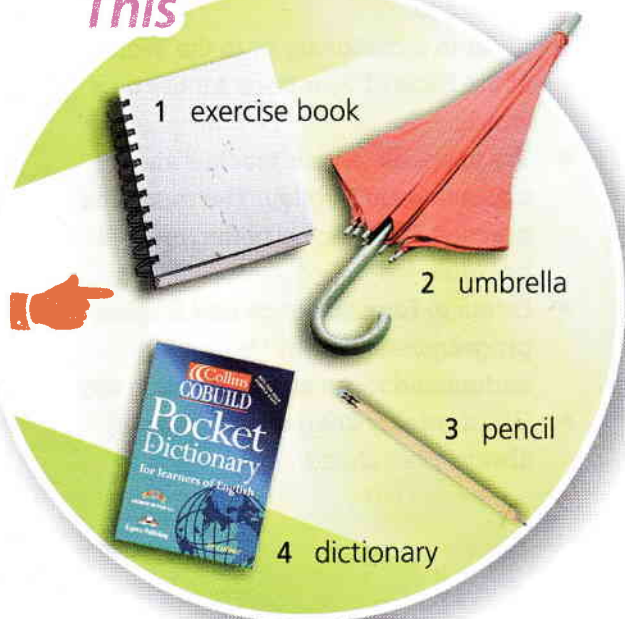


That is an envelope.

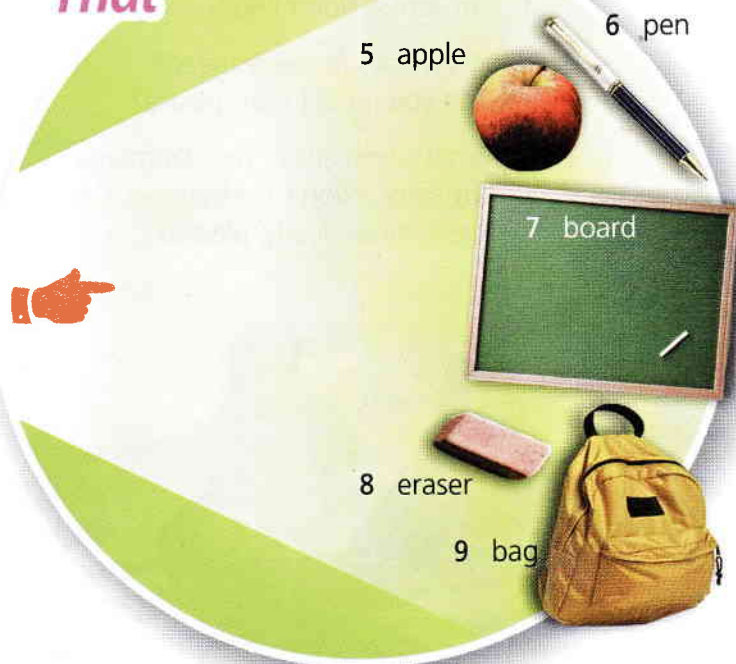


8 Look, ask and answer.

This



That



1 A: What's this?

B: It's an exercise book.

9 **Focus ►** making Ss aware that English is all around them

- Refer the Ss to the pictures illustrating the exercise. Explain that these are words used in English, as well as in other languages around the world. Point to each picture and elicit the appropriate word. The Ss repeat, chorally and/or individually. Check the Ss' pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Study Skills

- Refer your Ss to the **Study Skills** box. Read the title and explain that in this section they will be getting some information that will help them with their studies.
- Read through slowly and explain any unknown words. Ask the Ss if they do some or all of these things. Stress the importance of being exposed to English as much as possible.
- Try to refer the Ss to the guidelines in this **Study Skills** box throughout the course whenever this is possible.

10 **Focus ►** introducing useful language for everyday communication

- Read the instructions and the exchanges and elicit any unknown vocabulary. Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers. Ask the Ss to use this language when they talk with you and their classmates in class.

Optional Reinforcement & Extension Activities

- 1 **Numbers around us:** Ask the Ss to think of and write important numbers in their daily life (e.g. their telephone number, their age, the number of their flat/house, etc.). Help them present them to the class.
- 2 Ask the Ss, in pairs or small groups, to think of and write some more English words that exist in their own language. Help them with the spelling of the words.

Additional Material

Grammar Check Exs 1, 2, p. 121

Module 1 (Units 1 & 2): Family & Friends

➤ Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the starter unit. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

➤ Look at Module 1

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think the module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. In pairs, the Ss locate the page numbers of the visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

Pic. 1 (p. 10)

T: What page is picture 1 from?

S1: It's from page 10.

T: What can you see in picture 1?

S2: A beautiful woman.

T: Do you know who she is?

S3: Penelope Cruz.

T: What else can you see on page 10?

S4: Other famous actors from different countries. etc

Pic. 2 (p. 12)

T: What does this picture show? What do you think this woman is doing? What else can you see on page 12?
etc

Pic. 3 (p. 18)

T: What can you see in the picture? Where do you think these people are? etc

Pic. 4 (p. 23)

T: What can you see in the picture? Who are these people? What are they doing? etc

➤ Find the unit and page number(s) for ...

Read the phrases and explain to the Ss what they mean. Then, go through the module and find the corresponding page numbers. Have a class discussion.

Answer Key

A map of the world (Unit 1a, p. 8)

T: What does this map show us?

S1: The world.

T: What else can you see on the map?

S2: Pieces of paper with countries on them.

T: Do you know any of these? etc

A website (Unit 1a, p. 9)

Where can you find a website? How can you get onto one? What kind of information can you find there? etc

TV guide (Unit 2a, p. 17)

What does the title of the article mean? What kind of information do you expect to find in the text? What do they want you to do in order to find out more? etc

A magazine article (Unit 2b, p. 19)

Read the title. What do you think the article is about? How many people are there in the family? Would you like to live with them for some time? Why? etc

Ads (Unit 2c, p. 21)

What are these ads about? Have you ever been to such a place? Would you like to go? Which activities would you like to do? Who would you take with you? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units they will know how to perform all of the listed tasks. (For an analytical breakdown of the aims and objectives of the module, see Programme p. VI.)

Family & Friends

Module 1 (Units 1 & 2)

► Before you start

- How do you spell your name?
- Can you say four colours in English?

► Look at Module 1

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|----------------------|--------------------------|--------------------------|
| • a map of the world | <input type="checkbox"/> | <input type="checkbox"/> |
| • a website | <input type="checkbox"/> | <input type="checkbox"/> |
| • a TV guide | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • adverts | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

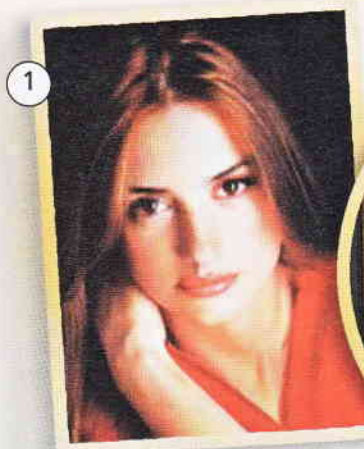
- making friends on the Internet
- famous people and places
- Italy
- TV programmes
- host families
- buying presents for a host family
- camps for families

► learn how to ...

- give geographical information (countries/capital cities/nationalities)
- ask for/give personal information
- introduce yourself and greet others
- identify and describe family members
- talk about personal possessions
- talk about abilities
- ask for and offer help

► practise ...

- the verb 'to be'
- possessives
- question words
- the verb 'have got'
- the verb 'can'

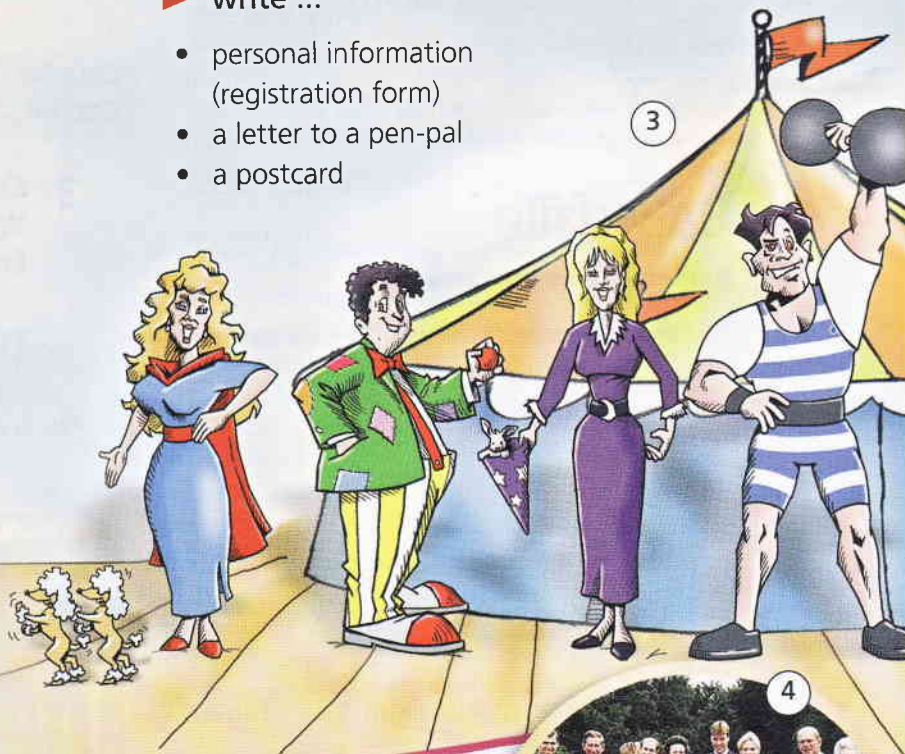


► do a project about ...

- another country
- your country
- your family
- a famous family in your country

► write ...

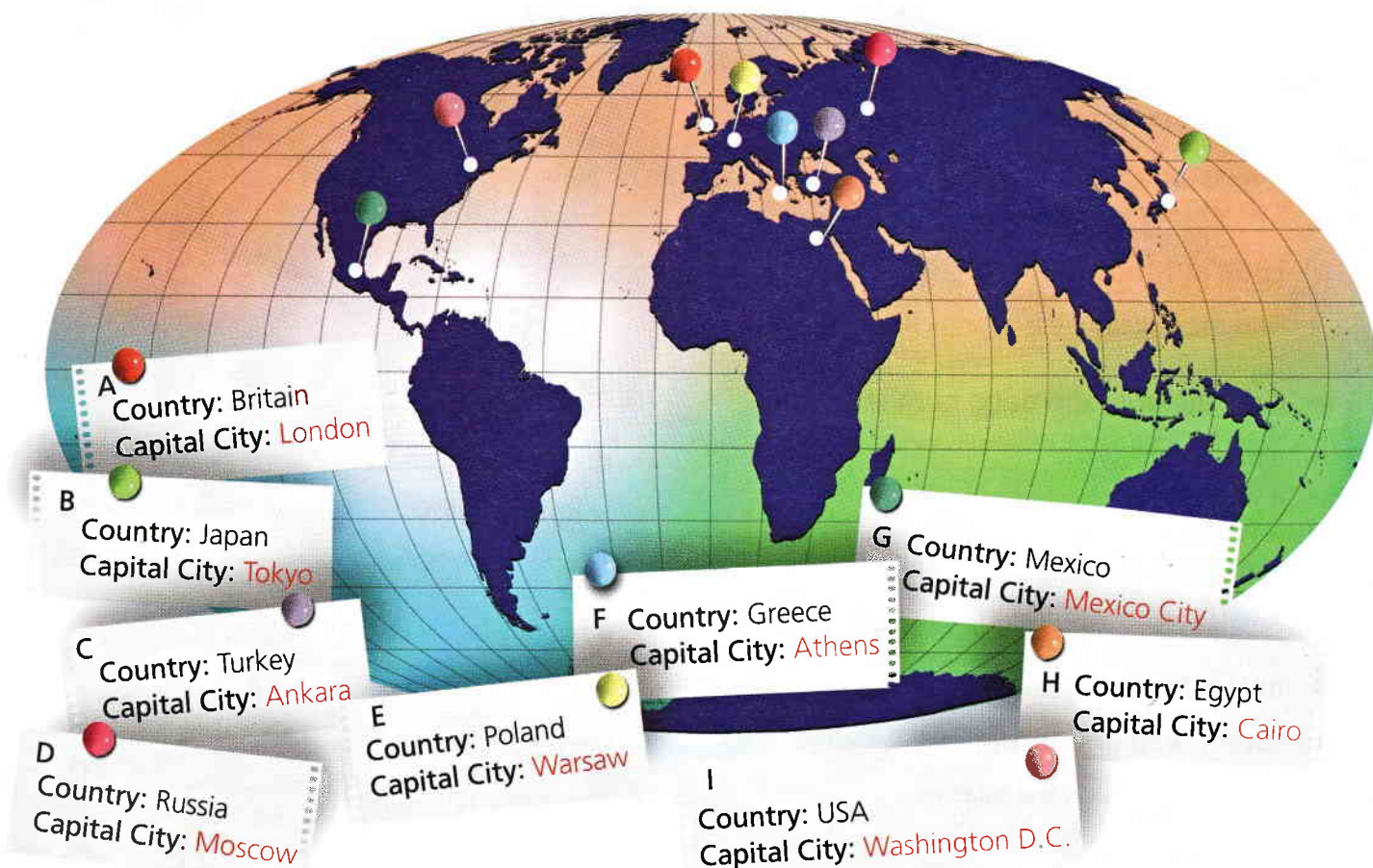
- personal information (registration form)
- a letter to a pen-pal
- a postcard



Curricular Cuts (Geography): Around the UK!

Culture Clip: The British Royal Family

Across the Curriculum 1: Who do you take after?
Songsheet 1: Dreamland



Study skills

Remembering new words

You can remember new words more easily by connecting them with music, sounds, colours, food, landmarks, etc.

Vocabulary

Countries

- 1 Listen and match the music extracts to the countries.

Extract 1 Extract 2 Extract 3 Extract 4
Egypt Japan Mexico Russia

- 2 a. How's your Geography? Complete the map with the capital cities. Use: *Ankara, Athens, Cairo, London, Mexico City, Moscow, Tokyo, Warsaw, Washington D.C.*

b. Now, talk with your partner.

A: *Where's Ankara?* B: *In Turkey.*

- 3 Can you find your country on the map? What's the name of your country in English? Look it up in your dictionary.

Listening

- 4 Listen and complete the form. Then, ask and answer about Hector.

Registration Form	
	Full name: <input type="text" value="Hector Mercado"/>
	Age: <input type="text" value="17"/>
	Country: <input type="text" value="Mexico"/>
	Town/City: <input type="text" value="Mexico City"/>
	User ID: <input type="text" value="Hectormex"/>
	Password: <input type="text" value="*****"/>
e-mail address: <input type="text" value="hectormex@efriends.com"/>	
<input type="button" value="Send"/>	

- What's his name?
- Where is he from?
- How old is he?
- Where exactly?

Friends on the Net

Objectives/Targets: talking about countries; making friends through the Internet

Vocabulary: countries and their capital cities; internet related words

Language focus

Language in use: Where's Ankara? In Turkey; Olga is 21 years old. She's from Russia. Her favourite singer is ...

Listening: a dialogue while completing a registration form

Skills involved: listening for specific information (form-completion)

Reading: information about e-friends

Skills involved: reading for specific information (identifying correct and incorrect information)

Speaking: giving geographical/personal information (monologue; reporting)

Writing: a registration form and a short description of oneself

Study Skills

Read the **Study Skills** box and explain any unknown words. Explain to the Ss that one way to remember new words is by connecting them to something such as music, colours, etc. Give an example. Explain that they can connect the name of their country in English to the colours in their country's flag. Ask the Ss for more examples.

1 Focus ► warming up

- Ask the Ss to look at the map of the world. Point to and present the continents (*America, Africa, Europe, Asia, Oceania*). Ask if they can identify some of the countries.
- Refer to the four countries and ask the Ss to locate them on the map. Ask the Ss if they know any traditional music from the countries mentioned.
- Play the cassette/CD. The Ss listen and match the music extracts to the countries. Check the Ss' answers.

2 a. Focus ► presenting countries and their capital cities

- Read the instructions and explain the task. Read the capital cities and do some choral and/or individual repetition, if necessary, to practise correct pronunciation.
- Refer the Ss to the map. Ask the Ss to complete the information using the appropriate capital cities from the list given. Check the Ss' answers.

b. Focus ► practising countries and cities

Read the example. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: Where's Athens?

B: In Greece.

A: Where's Cairo?

B: In Egypt.

A: Where's London?

B: In England.

A: Where's Mexico City?

B: In Mexico. etc

Extension

The Ss, in two teams A and B, look at the map for one minute and close their books. The teams take turns to answer the teacher's questions. Each correct answer gets one point. The team with the most points wins.

e.g. T: Where's Tokyo?

Team A S1: In Japan.

T: One point for Team A. etc

3 Focus ► practising dictionary work

The Ss, in pairs, locate their country on the map. With the help of their dictionaries, if necessary, they find the name of their country in English. If your Ss are not familiar with dictionary work, provide some help. Alternatively, say the name of your country in English and the Ss look it up in the dictionary, trying to find the correct spelling.

Ss' own answers

4 Focus ► completing a registration form

- Go through the registration form and explain any unknown words (e.g. *registration form, full name, User ID, password*).
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

Hector: Rosa, can you help me fill in this registration form, please?

Rosa: Yes, of course ... let's see ... well, write your full name ... that's Hector Mercado.

Hector: OK ... now my age ... seventeen

Rosa: Good ... country is Mexico and city is Mexico City. What's your user ID?

Hector: Hectormex

Rosa: Hectormex! Ha ... that's a good one! Now put your password in – but don't tell me!

Hector: Right ... And the last thing ... my e-mail address. Finished! That was easy!

Rosa: Yes ... you didn't really need my help!

- The Ss, in pairs, ask and answer the questions about Hector. Check round the class. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- A: What's his name? A: Where is he from?
 B: Hector Mercado. B: He's from Mexico.
 A: How old is he? A: Where exactly?
 B: He's seventeen. B: Mexico City.

5 a. **Focus ►** predicting, anticipating

Ask the Ss to look at the title, **e-friends**, and the texts on page 9. Is it a magazine article or a website? (*a website*) What do they expect to read about? Have a class discussion.

b. **Focus ►** reading entries of people who want to find e-friends

Read the instructions and explain the task. Allow the Ss some time to read the texts silently and complete the task. Ask them to underline the relevant sentences in the texts where they have found the information. Check the Ss' answers.

- 6 • Read the instructions and explain the task.
 • Play the cassette/CD. The Ss listen and follow the lines. Individual Ss read out from the texts.
 • Allow the Ss some time to go through the texts again and fill in the table before they report back to the class. Check the Ss' answers.

7 **Focus ►** producing a monologue, with the main points of the text

Read the example and explain the task. The Ss, in pairs, take turns to talk about the people. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

... favourite singer is Robbie Williams.
 Kim and Leo are twenty-three years old. They're from Japan. Their favourite singer is Celine Dion.
 Hector is seventeen years old. He's from Mexico. His favourite singer is Britney Spears.

8 **Focus ►** preparing an Internet registration form

- Refer the Ss to the registration form on page 8. Ask them to make a similar one about themselves in their notebooks.
- Ask the Ss to read the texts on page 9 and underline how the texts begin and end. (*e.g. Hi! My name's ..., I hope to make friends with you. ...*)
- The Ss make a registration form and write a short paragraph about themselves as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Bring to class or ask the Ss to bring traditional music from other countries. Play some extracts and ask the Ss to guess where the music is from.
- 2 Bring to class a map of your country. Have a discussion as to what the names of the neighbouring countries are and their capital cities.
- 3 If the Ss have access to the Internet, ask them to send their description of themselves to one another by e-mail.

Reading

- 5 a. Look at the text and the title. Is it a magazine article or a website? What information do you expect to read?
- b. Read the texts and write *T* for true or *F* for false.
- | | | | |
|-------------------------------|---|------------------------|---|
| 1 Olga is English. | F | 3 Leo is Kim's friend. | T |
| 2 Kim and Leo are from Japan. | T | 4 Hector is seven. | F |

Welcome to e-friends International

Hi! My name's Olga and I'm from Russia. I'm 21 years old and my favourite singer is Robbie Williams. I hope to make friends with you. Contact me (in English) at Olga_mm@e-friends.com

I'm Hector Mercado and I'm almost 17 years old. I'm from Mexico City, Mexico. My favourite singer is Britney Spears. I would like to write to e-friends from all over the world. Please write to me. My e-mail is hectormex@efriends.com

This is a picture of me (Kim) and my best friend Leo. We are 23. We are from Japan. Our favourite singer is Celine Dion. Want to be our e-friend? Drop us an e-mail if you like at kile@e-friends.com

- 6 Listen and read. Then, fill in the table for each person.

Name	Age	Country	Favourite singer
Olga	21	Russia	Robbie Williams
Kim & Leo	23	Japan	Celine Dion
Hector	17	Mexico	Britney Spears

Speaking

- 7 Use the table in Ex. 6 to talk about each person.

Olga is 21 years old. She's from Russia. Her ...

Writing

- 8 Portfolio: Would you like an e-friend? Make a registration form and write about you.

1b

The world over



Who is Who?

We all know
who they
are - but
do we
know
where
they
are from?



• Arnold Schwarzenegger
• Austria



• Claudia Schiffer
• Germany



• Ronaldo
• Brazil



• Monica Bellucci
• Italy



• Sandra Bullock
• USA



• Gerard Depardieu
• France



• Penelope Cruz
• Spain



• Jackie Chan
• China

Vocabulary

► Countries/Nationalities/Languages

1 a. Read and match.

- | | | | |
|-------------------|---|-------------------|---|
| 1 He's French. | F | 5 She's Spanish. | G |
| 2 She's German. | B | 6 She's Italian. | D |
| 3 He's Austrian. | A | 7 He's Brazilian. | C |
| 4 She's American. | E | 8 He's Chinese. | H |

b. Ask and answer questions.

- A: What nationality is Arnold Schwarzenegger?
B: He's Austrian. He's from Austria.

Listening

2 a. What language do they speak? Listen and underline.

- Speaker 1: Turkish – Spanish
Speaker 2: Italian – Russian
Speaker 3: French – Chinese
Speaker 4: Japanese – German

b. Where do they speak the languages in Ex. 2a? Say.

They speak German in Germany and Austria.

3 A lot of English words come from all over the world. Can you guess where they're from? Read and choose.



Mosquito is a word.

- ☐ A Spanish ☐ B French

Ketchup is a word.

- ☐ A German ☐ B Chinese



Robot is a word.

- ☐ A Russian ☐ B Czech

Piano is a(n) word.

- ☐ A Italian ☐ B Japanese



Zebra is a(n) word.

- ☐ A Turkish ☐ B African

The world over

Objectives/Targets: talking about countries; nationalities and languages

Vocabulary: countries; nationalities; languages

Language focus

Grammar: the verb *to be* (Affirmative); Question Words

Language in use: What nationality is Arnold Schwarzenegger? He's Austrian. He's from Austria.; They Speak German in Germany and Austria.

Listening: short exchanges in foreign languages

Skills involved: predicting; guessing

Reading: a factfile

Skills involved: note-taking

Speaking: giving personal information (pair work; information gap activity)

Writing: a factfile and a brief description of a country (project)

1 a. **Focus ►** presenting countries and nationalities

- Go through the pictures and the information about the famous people and present the countries they are from. Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Read the example and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.
- Write the following on the board: *He's from Austria. He's **Austrian**.* Underline the words in bold. Explain that **Austria** is a noun, the name of the country, while **Austrian** is an adjective describing nationality (*where people are from*).

Extension

- 1 Drill your Ss. Write prompts on the board. Individual Ss say the appropriate words.

T: *Austria*

S1: *Austrian etc*

- 2 Ask the Ss to think of some more famous people from these countries or from any other country, including their own. Provide any necessary help.

b. **Focus ►** practising nationalities

Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- B A: *What nationality is Claudia Schiffer?*
B: *She's German. She's from Germany.*

C A: *What nationality is Ronaldo?*

B: *He's Brazilian. He's from Brazil.*

D A: *What nationality is Monica Bellucci?*

B: *She's Italian. She's from Italy. etc*

2 a. **Focus ►** identifying various languages

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Extension

Play the cassette/CD again. Ask the Ss to note down or remember a word or words that they know from each language or that sound familiar.

- b. • Brainstorm for names of different countries and write them in a column on the board. Do the same for languages and write them in another column on the board.
- Read the example and explain the task. The Ss make sentences as in the example, using the information from the columns. Provide any necessary help.

Suggested Answer Key

They Speak English in the USA, Britain and Australia.

They speak Spanish in Spain and Mexico.

They speak Russian in Russia.

They speak Italian in Italy. etc

3 **Focus ►** discovering English words that come from other languages

- Explain that there are a lot of English words that come from other languages.
- Go through the sentences and explain any unknown words. The Ss, in pairs, complete the task. Check the Ss' answers.

4 **Focus ►** presenting the verb 'to be', Affirmative

- a. • Present the verb **to be (affirmative)**. Say, then write on the board: **I am from (Spain)**. Underline the words in bold. The Ss repeat, chorally and/or individually. Point to a student, say and write: **You are from (Spain)**. The Ss repeat, chorally and/or individually. Follow the same procedure to present all persons of the verb **to be** in the **affirmative**. Next to the sentences, write the short forms, **I'm/You're**, etc.
 - Drill your Ss. Write some prompts on the board. Individual Ss make sentences.
e.g. T: *Gary/from Britain*
S1: *Gary is from Britain. etc*
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- b. Read the instructions and explain the task. Allow the Ss some time to read and complete the text. Check the Ss' answers.

5 **Focus ►** presenting Question Words

- Do a quick revision/introduction of the **question words**. Write the following sentences on the board and elicit/explain the use of the words in bold.
Who is your favourite singer? (when we ask about a person)
What is your name? (when we ask about a name or a nationality)
How do you spell your name? (when we ask someone to spell something)
How old are you? (when we ask about age)
Where are you from? (when we ask for someone's origin)
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- Allow the Ss some time to complete the task. Check the Ss' answers.

6 **Focus ►** practising question words, personalisation

The Ss, in pairs, ask and answer the questions from Ex. 5 and record their interviews. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can have their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

Game (Optional)

Divide the class into two teams, A and B. Each team takes turns to say a sentence. The other team has to ask a corresponding question. Each correct question gets one point. The team with the most points wins.

7 **Focus ►** reading a factfile

- Go through the text and explain any unknown words (e.g. *map, million, landmark, etc.*).
- Allow the Ss some time to read and complete the factfile. Check the Ss' answers.

8 **Focus ►** writing a country factfile

- Brainstorm for countries the Ss are interested in. Invite individual Ss to tell you what they know about them (i.e. *language, capital cities, famous landmarks, etc.*). Write the information on the board. The Ss can keep notes if they wish.
- The Ss choose a country and write a factfile and a short description of it, accompanied by pictures or drawings, as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation).

Optional Reinforcement & Extension Activities

- 1 Bring to class or ask your Ss to bring pictures of famous people from magazines, etc. The Ss, in groups, make a collage with their favourite ones and write their names and where they are from. Display their work.
- 2 The Ss, in groups, find words in their language that are the same as or similar to the English words (e.g. *taxi*) and make a list with the help of their dictionaries. As a variation, the Ss can make a quiz similar to the one in Ex. 3 about the origin of some English words. The groups then swap quizzes and try to guess the origin of the words.
- 3 If the Ss have access to encyclopaedias, ask them to make factfiles as in Ex. 7 about some English-speaking countries (e.g. *USA, Canada, UK, Australia, etc.*).

Grammar

▶ The Verb 'to be' (Affirmative)

Grammar Reference

4 a. Study the table.

I am (I'm) from Germany.
 You are (You're) English.
 He/She/It is (He's/She's/It's) Italian.
 We/You/They are
 (We're/You're/They're) } from Egypt.

b. Read and fill in.

This 1) **is** a picture of my e-friends, John and Carol. They 2) **are** English. They 3) **are** from London. London 4) **is** the capital city of England. Carol 5) **is** sixteen. John and I 6) **are** the same age. We 7) **are** both eighteen.



▶ Question Words

Grammar Reference

5 Read and underline.

- 1 How/What is your last name?
- 2 Who/What is your address?
- 3 Where/How are you from?
- 4 Who/What is your favourite actor?
- 5 How/What is your mother's/father's name?
- 6 How/Where do you spell it?

Speaking

- 6 **Portfolio:** In pairs, take it in turns to interview one another. Use the questions in Ex. 5 and your own ideas. Record your interviews.

GAME

Find the questions for the other team's answers.

Team A S1: I'm from the USA.

Team B S1: Where are you from?

Teacher: Good. One point for Team B.

Reading

7 Read and complete the factfile.

Italy

This is a map of Italy. There are about 58 million people in Italy. They speak Italian there.

One of the most famous landmarks in Italy is the Coliseum. It's in Rome, the capital of Italy.

Other things to see in Italy are: the Trevi Fountain, The Leaning Tower of Pisa and St Mark's Square.



FACTFILE

Country: Italy

Population: 58.000.000

Language: Italian

Capital City: Rome

Famous Landmarks: the Coliseum

Other things to see: the Trevi Fountain, the Leaning Tower of Pisa, St Mark's Square

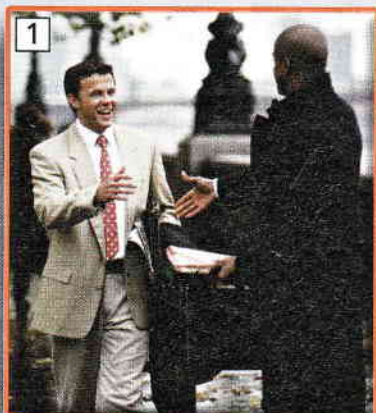
✍ Writing (a factfile)

- 8 **Portfolio:** Make a factfile for another country and write about it.

Listening & Reading

▶ Introductions & Greetings

- 1 You are going to hear four short dialogues with people introducing or greeting each other. Which four of these sentences do the people say? Guess. Then, listen and check your answers.



A: Hi, Mike. How are things?
 B: Not bad. How are you?
 A: *Pretty good, thanks.*

A: *Hello, I'm Jim Brown.*
 B: Hi! My name's Matthew Skinner, but please call me Matt.
 A: Nice to meet you, Matt.



A: Mum, this is Hilary. She's from the USA. Hilary, this is my mum.
 B: *Pleased to meet you, Mrs Mills.*
 A: Nice to meet you too, Hilary.



A: Goodbye, Mummy. See you later!
 B: Bye, bye, Amy. *Have a nice day!*



- Pretty good, thanks.
- How do you spell your name?
- Hello, I'm Jim Brown.
- Where are you from?
- Pleased to meet you, Mrs Mills.
- Have a nice day!

- 2 Read the dialogues and match them to the headings.

- | | | |
|---|---------------------|---|
| a | Introducing someone | 3 |
| b | Saying 'Goodbye' | 4 |
| c | Introducing oneself | 2 |
| d | Saying 'Hello' | 1 |

Everyday English

- 3 Introduce or greet one another. Use the dialogues in Ex. 1 as examples.

- 1 introduce yourself to your partner
- 2 introduce your partner to your teacher
- 3 greet your partner
- 4 say goodbye to your partner

Pronunciation

▶ Word Stress

- 4 a. Listen and repeat.

• Italy • Italian • Brazil

- b. Read and underline the stress.

• <u>C</u> anada	• <u>P</u> oland
• <u>A</u> ustria	• <u>A</u> merican
• <u>M</u> exico	• <u>C</u> an <u>a</u> dian
• <u>B</u> razilian	• <u>C</u> hinese
• <u>R</u> ussia	• <u>J</u> apan

Pleased to meet you!

Objectives/Targets: introducing and greeting people

Vocabulary: types of introductions and greetings; consolidation

Language focus

Grammar: the verb *to be* (Negative and Interrogative form)

Language in use: Pretty good, thanks. How do you spell your name? Hello, I'm Jim Brown.

Where are you from? Pleased to meet you, Mrs Mills. Have a nice day!; Where's Carl Schnyder from? He's from ...

Listening: short exchanges of introductions and greetings

Skills involved: listening for specific information (identifying information)

Reading: short dialogues of people introducing or greeting each other

Skills involved: prediction, reading for gist

Speaking: asking and answering questions about nationality (situational dialogue; problem solving activity; reasoning gap activity)

Pronunciation: word stress

1 **Focus ►** introductions and greetings

- Point to the pictures and elicit what they have in common (*they show people introducing themselves, saying hello, goodbye*). Introduce yourself. Say, then write: *Hello, I'm (Mrs Gray)*. Point to a student and introduce him/her to the class. Say, then write: *Hello, everyone! This is (Ian)*. Follow the same procedure to present/revise the basic expressions we use when we greet or say 'goodbye' to someone. Explain to the Ss that these are ways we **introduce ourselves, others, and greet** each other.
- Go through the pictures and elicit the situations (*i.e. who the people are, where they are, etc.*).
- Read the sentences in the box. Elicit/Explain any unknown words/expressions.
- The Ss choose which sentences they think will be heard.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers. The Ss, in pairs, read the completed dialogues.

2 **Focus ►** familiarising the Ss with types of introductions and greetings

Read the instructions and explain the task. The Ss read the dialogues silently and complete the task. Check the Ss' answers.

3 **Focus ►** practising, introducing and greeting people

Read the title and the introduction to the exercise. Explain to the Ss that they have to use the exchanges from Ex. 1, in order to perform the dialogues. The Ss, in pairs, take turns acting out the exchanges. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Extension

Say, then write, on the board random sentences from the dialogues. Ask individual Ss to identify the situation in which each sentence is used.

4 a. **Focus ►** identifying/practising correct word stress

Play the cassette/CD, twice if necessary. The Ss listen and repeat, chorally and/or individually.

- Ask the Ss to read the words silently and underline the stressed syllable.
- Individual Ss say the words. Check the Ss' pronunciation.

5 **Focus ►** presenting/practising the verb 'to be' (Negative/Interrogative/Short Answers)

- a. • Present the verb **to be** (negative and interrogative form). Say, then write on the board: ***I am not from (Russia).*** Underline the words in bold. The Ss repeat, chorally and/or individually. Point to a student, say and write: ***You are not from (Russia).*** The Ss repeat, chorally and/or individually. Next to the sentences write the short forms, ***I'm not/You aren't***, etc. Follow the same procedure to present all persons of the verb **to be** in the negative and interrogative forms. Then, ask a student a question you will probably receive a negative answer for: *Are you (Japanese)?* Elicit the **short answer**: *No, I'm not.* Ask another student a question you will probably receive a positive answer for: *Are you (Spanish)?* Elicit the **short answer**: *Yes, I am.* Follow the same procedure to present the **short answers**.
- Drill your Ss. Write some prompts on the board. Individual Ss make sentences.
e.g. T: *Madonna/from Britain*
S1: *Madonna isn't from Britain. etc*
- e.g. T: *Ricky Martin/from France?*
S1: *Is Ricky Martin from France?*
S2: *No, he isn't.*
- T: *Sylvester Stallone/from the USA?*
S3: *Is Sylvester Stallone from the USA?*
S4: *Yes, he is. etc*
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

Extension

The Ss write down two correct sentences about themselves and an incorrect one. Individual Ss take turns to say the sentences. The rest of the class tries to find the incorrect one. Whoever guesses correctly takes the next turn and the game continues.

e.g. S1: *I'm 21 years old. I'm from Rome, Italy. I'm French.*
S2: *You aren't French. You're Italian.*
S1: *That's right. Your turn. etc*

- The Ss read and complete the table. Check the Ss' answers.

- b. Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

- 6 • Read the instructions and explain the task. Allow the Ss some time to write the questions. Check the Ss' answers.
- The Ss answer the questions about themselves in their notebooks. Check the Ss' answers.

7 a. **Focus ►** practising the verb 'to be', information gap activity

Read the instructions and the example, and explain the task. The Ss, in pairs, ask and answer to complete the missing information. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

b. **Focus ►** practising reasoning gap activity

The Ss, in pairs, decide which tourists will go on which tour bus according to what language they speak. Check the Ss' answers.

Answer Key

English: Jerry and Christine Wheeler, Gloria and Frank Benson

Spanish: Monica Valente and Diego Tavares

German: Karl Schnyder and Klara Vogel

Optional Reinforcement & Extension Activities

- 1 Ask the Ss which famous person they would like to be. Choose a student to come to the front. The others Ss form a line. Introduce the student (in character as a famous person) to the rest of the class, one by one, going along the line.
e.g. T: *Robert De Niro, this is Martin Evans.*
Martin: *Pleased to meet you, Mr De Niro.*
(De Niro): *Nice to meet you too, Martin.*
- 2 The Ss sit in a circle. One student begins by giving his/her real name and an imaginary nationality.
e.g. S1: *I'm Patrick and I'm Russian.*
The student on the right continues.
e.g. S2: *You're Patrick and you're Russian. I'm Linda and I'm Spanish.*
The next student on the right continues.
e.g. S3: *He's Patrick and he's Russian. You're Linda and you're Spanish. I'm Malcolm and I'm Chinese.*

Exploring Grammar

► The verb 'to be' (Negative/ Interrogative/Short Answers)

Grammar Reference

- 5 a. Fill in the table.

Negative	
I am not (I'm not) Russian.	
You are not (You aren't) from Spain.	
He/She/It is not (He/She/It isn't) German.	
We/You/They are not (We/You/They aren't) from Poland.	
Interrogative	Short Answers
Are you Japanese?	Yes, I am./No, I'm not.
Is he/she/it from China?	Yes, he/she/it is ./ No, he/she/it isn't .
Are they Polish?	Yes, they are ./ No, they aren't .

- b. Fill in: *isn't*, *aren't*, *am not*.

- 1 Tony **isn't** from Brazil. He's from England.
- 2 They **aren't** British. They are Japanese.
- 3 I **am not** John. I'm Stuart.
- 4 He **isn't** a singer. He's an actor.
- 5 It **isn't** a boy. It's a girl.

- 6 Put the words in the correct order to form questions. Then, answer them.

- 1 you/from/are/Spain?
Are you from Spain?
- 2 your/bag/is/black?
Is your bag black?
- 3 Ricky Martin/favourite/is/your/singer?
Is Ricky Martin your favourite singer?
- 4 your/from Italy/teacher/is?
Is your teacher from Italy?
- 5 your friends/German/are?
Are your friends German?

Speaking

- 7 a. You are a tour guide for City Tours. Find out where the tourists are from.
Student A: Ask student B questions to fill in your table.
Student B: Ask student A questions to fill in your table.

City TOURS • Student A

TOURISTS	COUNTRY
Karl Schnyder	Germany
Monica Valente	Spain
Jerry and Christine Wheeler	Australia
Diego Tavares	Mexico
Klara Vogel	Austria
Gloria and Frank Benson	USA

City TOURS • Student B

COUNTRY	TOURISTS
USA	Gloria and Frank Benson
Austria	Klara Vogel
Mexico	Diego Tavares
Australia	Jerry and Christine Wheeler
Spain	Monica Valente
Germany	Karl Schnyder

- A: Where's Karl Schnyder from?
B: He's from ...

- b. Now, put the tourists on the correct bus for a tour of the city, according to the language they speak.



1d

Tell me everything!

Writing (a pen-pal letter)



~~I~~ am ~~K~~elly. → I am Kelly. ~~P~~aris is the capital city of ~~F~~rance. → Paris is the capital city of France.

1 Read and correct.

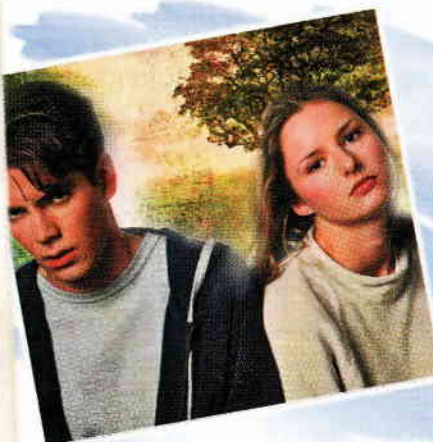
Dear Eva, ^M

^I ^E ^L ^A
1 Hi! ^{my} name's Stuart. I'm 17 years old and
I'm from ^L ^A ^{England}. It's a city in the north of
England.

^S ^A
2 This is a picture of me and my best friend
^S ^A Sue. She's ^A ^{american}. We're in Year 10 at
school. My favourite singers are Christina
Aguilera and Beyoncé. They're great! I love
football, too. My favourite team is Liverpool.

3 What about you? Please write soon and tell
me everything!

Love,
Stuart



2 Read the letter again and complete. Use: favourite things, age, country.

Paragraph 1: name,
age, city, country

Paragraph 2: best friend,
year at school, favourite
things

A letter to a
new pen-pal

Paragraph 3: ask to
write back soon

Study skills

Brainstorming

Before you start writing your composition, think about the topic and write down anything that comes to mind about it. After that, you can decide what to include.

4 Portfolio: Write a letter to a new pen-pal. Use the plan from Ex. 2 and some of your ideas from Ex. 3 to help you.

Discuss & Write

3 What about you? Ask and answer.

- 1 How old are you?
- 2 Where exactly are you from?
- 3 What's your best friend's name?
- 4 What year are you in at school?
- 5 What are some of your favourite things? (singer/football team/colour/etc)

COM+EDDY

Eddy, what flies
without going
anywhere?

I know, Com!
A flag!



Tell me everything!

Objectives/Targets: writing friendly letters

Writing: a letter to a new pen-pal

Skills involved: error correction; organising ideas into paragraphs

Speaking: asking for and giving personal information (pair work; discourse management skills)

1 **Focus** ➤ identifying punctuation rules

- Present the **Study Tip**. Write: *i am jimmy. london is in england.* Elicit the mistakes and the rules. (*I is always upper case. Proper names always start with upper case.*)
- Read the title and elicit/explain what a pen-pal is (*a friend you write to*).
- Read the example and explain the task. Explain any unknown words. Allow the Ss some time to read the letter silently and correct the mistakes. Check the Ss' answers.
- Ask the Ss some comprehension questions.
e.g. *How old is Stuart? Where exactly is he from? What nationality is his best friend? Who are Stuart's favourite singers? What's his favourite team?*

2 **Focus** ➤ organising ideas into structures

- Go through the incomplete spidergram and explain the task.
- Allow the Ss some time to read the letter again and complete the task. Check the Ss' answers.

3 **Focus** ➤ generating ideas

The Ss, in pairs, ask and answer the questions. Check round the class. Ask some pairs of Ss to report back to the class.

Ss' own answers

Variation

Alternatively, ask your Ss to write down their partners' answers in their notebooks.

Study Skills

Read the title and explain what *brainstorming* is. Stress the importance of writing down anything that comes to mind and then select what to include in the composition and in which paragraph. Ask the Ss to follow that advice whenever they write a composition.

4 **Focus** ➤ writing a friendly letter

- Read the instructions and explain the task.
- Invite some Ss to use the plan (Ex. 2) and some of their ideas (Ex. 3) and produce a letter to a new pen-pal orally in class.
- The Ss write the letter as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Read the instructions for Ex. 4. Ask the Ss to take out a piece of paper and start writing anything that comes to mind about it. Tell them not to worry about spelling mistakes or how a word is said in English (*They can write a word in L1 at this stage*). At the end of the brainstorming session, the Ss can ask one another or look up the words they don't know and decide on which information to include in their letter.
- 2 Bring in pictures of people from around the world, if possible. Alternatively, use pictures of famous people. Divide the class into groups and give one picture to each group. Each group makes up imaginary information for each person (*age, job, favourite things, etc.*) and writes the letter the person supposedly wrote asking for a pen-pal. The groups can swap their letters and discuss if they would write back or not.
- 3 Write a similar letter to the one in Ex. 1 about yourself but with a different name. Pin it up. Invite the Ss to write a response to your letter. If you wish, you can start corresponding with your Ss on a weekly/monthly basis exchanging news. As a variation, pin up the Ss' pen-pal letters and invite them to choose one classmate and start corresponding.

Curricular Cuts (Geography)

Around the UK!

Objectives/Targets: introducing the UK

Vocabulary: points of the compass, consolidation

Listening: short extracts about the UK

Skills involved: listening for specific information (gap-filling)

Reading: short texts about the countries comprising the UK

Skills involved: reading for specific information

Speaking: asking for and giving geographical information (pair work)

Writing: drawing a map of their country with major cities/towns (project)

Suggested Answer Key

A: *Where's London?*

B: *It's in England.*

A: *Where exactly?*

B: *In the south of England.*

A: *Where's Edinburgh?*

B: *It's in Scotland.*

A: *Where exactly?*

B: *In the south of Scotland.*

A: *Where's Belfast?*

B: *It's in Northern Ireland.*

A: *Where exactly?*

B: *In the north-east of Northern Ireland.*

1 a. **Focus** ▶ presenting the points of the compass

- Present the points of the compass. Draw a compass on the board. Point to the arrow showing **North** and say *North*. The Ss repeat, chorally and/or individually. Repeat the procedure with **South**, **East** and **West**. Draw an arrow between north and west and present **north-west**. Follow the same procedure with **south-west**, **south-east** and **north-east**.
- Allow the Ss some time to complete the task. Check the Ss' answers.

b. **Focus** ▶ listening to a text about places in the UK

- Ask the Ss to look at the map of the UK. Ask some questions: *How many countries are in the UK? (four) What are they called? (Scotland, England, Northern Ireland, Wales)*
- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers.

2 **Focus** ▶ talking about where places are in the UK

Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

3 **Focus** ▶ personalisation, drawing a map of their country

- Refer your Ss to the map of the UK on page 15.
- Ask them to draw a map of their country featuring the major towns and cities. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Bring in a map of your country. Ask some pairs of Ss to talk about where some major cities are in the country.
- 2 Ask the Ss to choose some countries that are important to them (*i.e. they've got relatives there, they went on holidays there and really enjoyed themselves, etc.*). Ask them to bring in a map and present some information about them (*e.g. population, capital city, etc.*).

Additional Materials

Word Perfect 1, p. 116

Grammar Check Exs 1-5, p. 122

Listening & Reading

- 1 a. Look at the compass and fill in. Use: *south-east, south-west, north-west, north-east*.

- b. Read and listen to the texts and complete.

Speaking

- 2 Look at the map and ask and answer.

A: *Where's Cardiff?*
 B: *It's in Wales.*
 A: *Where exactly?*
 B: *In the south.*

Writing

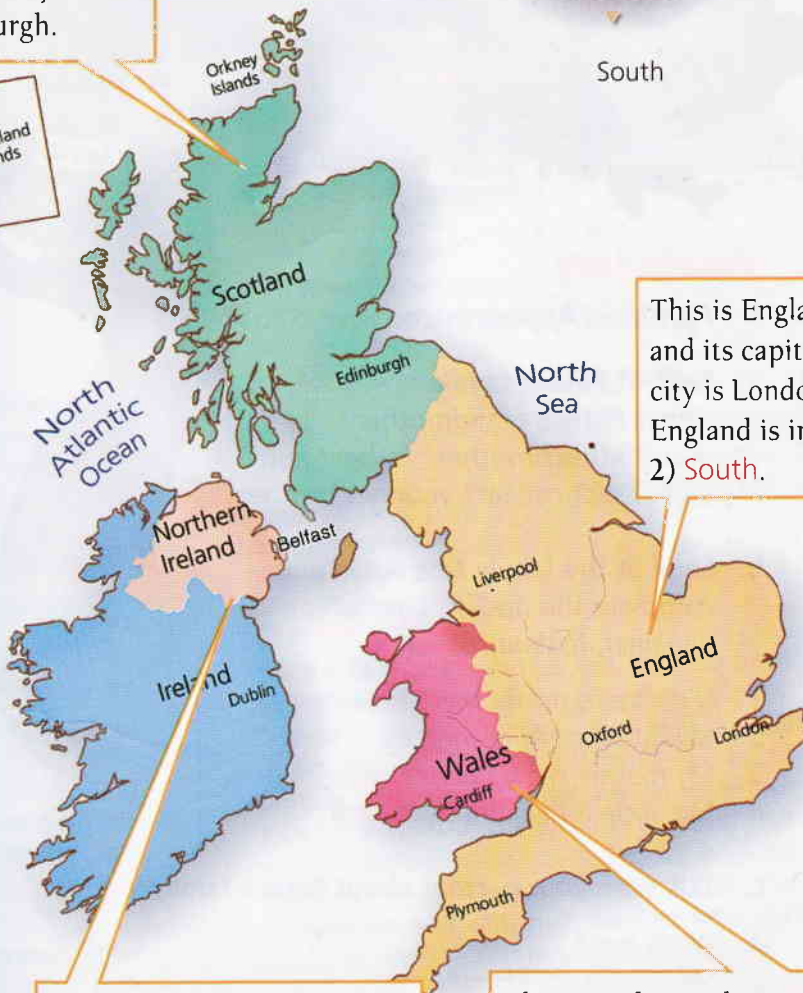
- 3 **Portfolio:** Draw a map of your country with towns and cities. Then, present it to your class.

This is The capital is It's in the

AROUND THE UK!



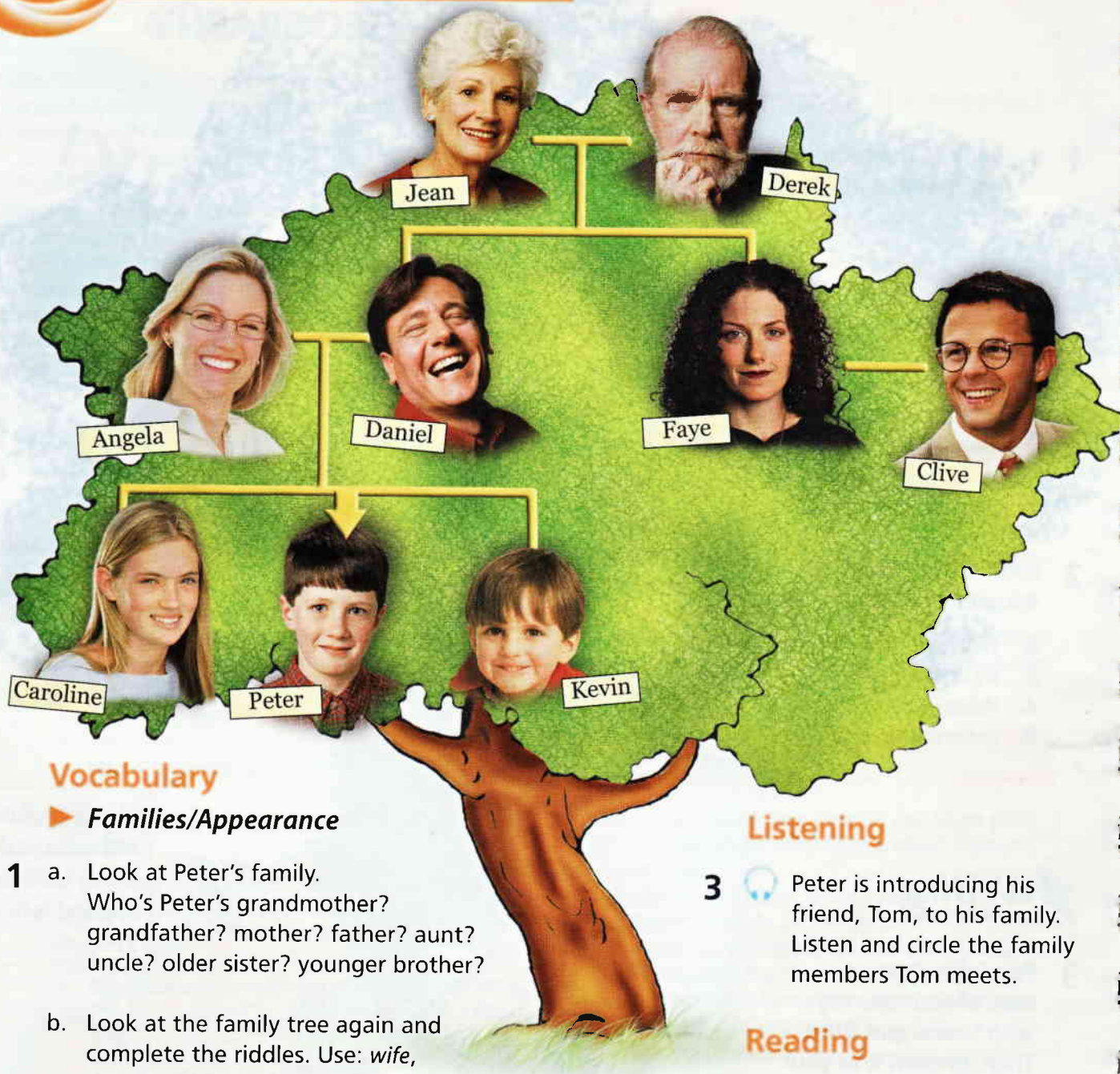
Scotland is in the 1) **North**. Its capital city is Edinburgh.



This is England and its capital city is London. England is in the 2) **South**.

This is Northern Ireland. Northern Ireland is in the 3) **north-west**. Its capital city is Belfast.

This is Wales. Wales is in the 4) **south-west**. The capital city of Wales is Cardiff.



Vocabulary

Families/Appearance

- 1 a. Look at Peter's family.
Who's Peter's grandmother?
grandfather? mother? father? aunt?
uncle? older sister? younger brother?
- b. Look at the family tree again and
complete the riddles. Use: *wife*,
daughter, *husband* or *son*.
 - 1 My sister is my mother's **daughter**.
 - 2 My father is my grandfather's **son**.
 - 3 My mother is my father's **wife**.
 - 4 My uncle is my aunt's **husband**.
- c. Talk with your partner about Peter's family.
A: Who's Jean?
B: She's Peter's grandmother.

2 Describe Peter's family. Use the words below.

- long dark hair • grey hair • short hair and glasses
- fair hair and blue eyes • a beard and a moustache

Clive has got short hair and glasses.

Listening

- 3 Peter is introducing his
friend, Tom, to his family.
Listen and circle the family
members Tom meets.

Reading

- 4 a. Who's your favourite TV
family? Describe them.

My favourite TV family are the
Camdens in 'Seventh Heaven'. The
Camdens, Eric and Annie, have got
seven children. Their names are ...

Study skills

Scanning

Read the task. Read the text
quickly and find the information
you need. Do not concentrate on
the details or any unknown
words.

Family ties

Objectives/Targets: introducing family members; describing physical appearance

Vocabulary: family relations; appearance

Language focus

Language in use: Who's Jean? She's Peter's grandmother.; Clive has got dark hair and glasses; I'm ... and I'm a member of the ... family. We're from ... First, meet my ...

Listening: identifying family members

Skills involved: listening for specific information

Reading: *The Wallace Family* – a weekly TV sitcom

Skills involved: scanning; note completion

Speaking: asking for/giving information about one's family (pair work)

Writing: a family tree introducing yourself and your family (project)

Focus ► vocabulary related to families/ appearance

- 1 a. • Ask the Ss to look at the family tree. Point to and present the names of the different members of Peter's family. Ask questions to present new words.
e.g. T: *Who's Peter's father?*
S1: *Daniel*
T: *Who's Peter's mother?*
S2: *Angela* etc
- Complete the task by asking individual Ss to name the different members.

Answer Key

Peter's grandmother: Jean, Peter's grandfather: Derek, Peter's mother: Angela, Peter's father: Daniel, Peter's aunt: Faye, Peter's uncle: Clive, Peter's older sister: Caroline, Peter's younger brother: Kevin

- b. • Read the instructions and present the words in bold using Peter's family tree.
e.g. *Angela is Daniel's wife.*
Caroline is Angela's daughter. etc
- The Ss complete the riddles. Check the Ss' answers.
- c. The Ss, in pairs, talk about Peter's family using the family tree and the examples as a model. Ask some pairs of Ss to report back to the class.

Extension

Ask the Ss to work in pairs and dictate to each other their family trees. When they finish they swap their drawings in order to find out if they drew the correct tree. Ask some pairs of Ss to report back to the class.

- 2 **Focus ►** practising words related to appearance

Read the instructions and explain the task. The Ss read the phrases, refer back to the family tree and make sentences as in the example. Ask individual Ss to report back to the class.

Suggested Answer Key

Faye has got long dark hair.

Jean and Derek have got grey hair.

Caroline has got fair hair and blue eyes.

Derek has got a beard and a moustache.

- 3 **Focus ►** identifying family members

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Answer Key

mother, father, aunt, uncle

Tapescript

Peter: Hello, Tom. Nice to see you. Come in and meet my family. This is my mother, Angela and this is my father, Daniel.

Mother & Father: Hello, Tom.

Faye: Hi, Tom. Pleased to meet you. I'm Faye, Peter's aunt and this is Clive, my husband.

Tom: Hello, Faye; hello, Clive.

Peter: Where's everyone else?

Mother: They're in the living room.

Peter: OK. Come on, Tom. Let's go and see the rest of the family.

- 4 a. **Focus ►** talking about TV families

Read the instructions and explain the task. Ask individual Ss to describe their favourite TV family to the class. Have a class discussion.

Ss' own answers

Study Skills

Tell the Ss that scanning a text will help them locate specific information quickly and efficiently. Scanning involves moving your eyes quickly down the page seeking specific words or phrases. (Scanning is what we do when we look up a word in the dictionary.) Stress that when scanning, it isn't necessary to focus on meaning or unknown words. If all the information isn't obtained the first time, tell the Ss to read the text quickly a second time.

b. **Focus ▶** scanning a TV guide

Read the instructions and explain the task. Allow the Ss some time to scan the text and write down the names. Check their answers.

Answer Key

Melissa's mother – Elizabeth/Beth

Melissa's father – Al

Focus ▶ detailed reading of a TV guide

- 5 • Read the instructions and explain the task.
• Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.
- 6 • Read the instructions and explain the task. Allow the Ss some time to go through the article again and complete the sentences. Check the Ss' answers.
• Individual Ss use the expressions to make sentences.
- 7 • Read the instructions and explain the task. The Ss try to remember five things about the Wallace family and tell the class. Write the things the Ss remember on the board.
• The Ss read the text again and decide whether the statements written on the board are correct or not. Ask individual Ss to correct the ones that aren't valid.
e.g. T: *The Wallaces are from Liverpool, England.*
S1: *Correct.*
T: *Melissa's mum's name is Rose.*
S2: *Wrong. Her mum's name is Beth. etc*

Extension

The Ss write down four incorrect sentences about the Wallace family. Individual Ss take turns to say one of their sentences. Whoever corrects it takes the next turn and repeats the activity.

e.g. S1: *Beth has got long hair and a beautiful smile.*
S2: *Wrong! Beth has got short hair and a beautiful smile.*
S1: *Correct! Your turn. etc*

8 **Focus ▶** oral reproduction

Read the instructions and explain the task. The Ss, in pairs, ask and answer the questions about themselves and their families. Check round the class. Ask some pairs of Ss to report back to the class.

Ss' own answers

9 **Focus ▶** producing family trees

- Read the instructions and explain the task.
- Ask the Ss to use the model of the family tree (Ex. 1) and produce a similar one for their family using photos or drawings.
- Once completed, they write a short description of each member. The Ss refer to Ex. 4b as a model.
- The Ss produce the family tree as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask the Ss to write a short description of a family member not already referred to. Invite the Ss to read their description and have the rest of the class try to guess who is being described.
She is tall and beautiful. She has short hair and blue eyes. She is a very good student. Her favourite actor is Brad Pitt.
She's my uncle's oldest daughter. (cousin) etc
- 2 Bring to class pictures of some famous families. Have the Ss talk about the members and their relationship to each other.
- 3 Ask the Ss to make a fictional family tree for themselves. They can choose any celebrity/famous person to be part of their fictional family. They present their fictional family to the class.

- b. Read the article quickly and underline the names of Melissa's mother and father.

A Week on TV FRIDAY

8:30 The Wallace Family

The Wallace Family hit your TV screens this week!
Alison Frayne (Melissa Wallace) tells you all about them.



Hi! I'm Melissa Wallace and I'm a member of the Wallace family. We're from Liverpool, England. But there's lots more ...

First, meet my grandma and grandad, Frank and Rose. They live with us and they both love cooking. That's great news for Mum!



Now, meet my mum! She's called Elizabeth, but most people call her Beth. She's got short hair and a beautiful smile! She loves flowers, chocolate - and my dad, of course!

Here's my dad, Al, with my brother Tony. Dad's great fun! He calls Tony 'Einstein'! Tony is only 8, but he's very clever for his age. He's very cute, too! He's got fair hair and big blue eyes. His favourite animal is ...



Patch!



We call him Patch because he's got black patches on his ears and eyes! Patch and Tony have a lot of fun together.

Watch this week's episode on TV and find out more!!!

- 5 Listen and read the article again and fill in.

8:30 The Wallace Family

In this week's episode, 1) **eight**-year-old Tony and his dog, 2) **Patch**, have got a big problem. Tony asks grandma, 3) **Rose** for help. Melissa and her 4) **Mum**, Beth, meet a famous singer. Watch and find out who it is!

- 6 Complete these sentences. Then, make your own sentences.

- 1 That's **great news** for mum!
- 2 Most people **call her** Beth.
- 3 He's very **clever** for his age.
- 4 Patch and Tony have **a lot of fun** together.

- 7 Say five things you remember about the Wallace Family.

Speaking

- 8 In pairs, ask and answer.

- Where are you and your family from?
- What are your grandparents called? What are your parents' names?
- What does your mother look like?
- Have you got any brothers or sisters? Are you an only child?

Writing

- 9 Portfolio: Make your family tree and present it to your class. Include photos/drawings and names.

I'm ... and I'm a member of the ... family. We're from ... First, meet my ...

Vocabulary

► Appearance/Character

- 1 a. Look and fill in the names.



Name	Ruth Flash	Ray Flash	Rachel Flash	Russ Flash
Appearance	<ul style="list-style-type: none"> quite short and pretty long, fair hair blue eyes 	<ul style="list-style-type: none"> tall and handsome dark, wavy hair brown eyes 	<ul style="list-style-type: none"> slim and good-looking straight, fair hair brown eyes 	<ul style="list-style-type: none"> short and a little overweight dark, curly hair brown eyes
Character	<ul style="list-style-type: none"> very kind and friendly 	<ul style="list-style-type: none"> quite serious 	<ul style="list-style-type: none"> very clever 	<ul style="list-style-type: none"> very funny

- b. Talk with your partner about the Flash family.

A: What does Ruth Flash look like?

B: She's quite short and pretty. She's got long, fair hair and blue eyes.

A: What's she like?

B: She's very kind and friendly.

- 2 What does your best friend look like? What's he/she like? Tell the class about him/her.

My best friend's called He/She's

Grammar

► Have Got

Grammar Reference

- 3 Study the table.

I **have got** fair hair, but I **haven't got** blue eyes. She **has got** a brother, but she **hasn't got** a sister.

Have you got a big family?

Yes, I **have**./No, I **haven't**.

Has he got a beard? Yes, he **has**./No, he **hasn't**.

- 4 Read and complete the sentences.

- 1 *Have* you *got* any brothers or sisters?
- 2 She *has got* brown eyes.
- 3 Mark *has got* a big nose.
- 4 They *have not got* a big family.
- 5 She *has got* long hair.
- 6 I *have not got* blue eyes.

- 5 Go around the class and find out information about your classmates. Write each classmate's name only once.

Find someone who ...

	Name
1 has got two brothers.
2 has got a father with a beard.
3 has got a pet.
4 has got a mother with fair hair.
5 has got a younger sister.

A: John, have you got two brothers?

B: No, I haven't.

A: Susie, have you got two brothers?

C: Yes, I have.

Families of the world

Objectives/Targets: describing physical appearance, character

Vocabulary: family relations; appearance; character

Language focus

Grammar: the verb *have got*

Language in use: What does Ruth Flash look like?

She's quite short and pretty. What's she like?

She's very kind and friendly

Reading: a newspaper article about a host family

Skills involved: reading for specific information

Speaking: talking about family members (pair work)

Listening: matching people to presents

Skills involved: identifying key information

Writing: an article giving details of you and your family

Focus ► presenting & practising vocabulary related to people's appearance and character

- 1 a. Present the *Flash* family. Focus the Ss' attention on the table with the phrases describing appearance and character. Go through the table with the Ss. Elicit/Present any unknown words. Allow the Ss some time to complete the task. Check the Ss' answers.
- b. • Read the instructions and explain the task. Read aloud the first sentence of the example. Explain that we use this question, *What does Ruth look like?*, to ask about a person's physical features. Read the answer to this question aloud, then read the next question. Explain that we use this question, *What's she like?*, to ask about a person's character. Read out the answer to this question.
 - The Ss, in pairs, use the prompts in the table to ask and answer questions as in the example.

Suggested Answer Key

A: *What does Ray Flash look like?*

B: *He's tall and handsome. He's got dark, wavy hair and brown eyes.*

A: *What's he like?*

B: *He's quite serious. etc*

- 2 **Focus ►** personalisation, describing their best friend

Read the example and explain the task. The Ss describe their best friends in terms of appearance and character. Ask individual Ss to report back to the class.

Suggested Answer Key

My best friend's called Betsy. She's tall and very slim. She has got big, blue eyes and long, fair hair. She is very pretty. She is kind and friendly and very funny. She makes me laugh. She's a great friend!

Focus ► presenting the verb 'have got'

- 3 • Present the verb **have got**. Say, then write on the board: *I **have got** a pencil*. Underline the words in bold. The Ss repeat, chorally and/or individually. Write under this sentence: *I've **got** a pet*. Explain how we form the contracted type. Repeat the same procedure to present the rest of the **affirmative forms**. Focus the Ss' attention on the fact that the third person singular is **has got**.
 - Drill your Ss.
 - e.g. T: *Sabina/blue eyes.*
S1: *Sabina has got blue eyes.*
T: *I/sister.*
S2: *I've got a sister. etc*
 - Show your pencil to the Ss again and say: *I **have got** a pencil. I **haven't got** a pen*. Write the **negative form** on the board and underline **haven't got**. Give examples in all persons.
 - Point to a student and ask: *Has Ricky **got** a pencil?* Answer: *Yes, he **has***. Take his pencil and ask again: *Has Ricky **got** a pencil now?* Answer: *No, he **hasn't***. Write these on the board and underline *Has ... **got** (interrogative). Yes, he has./No, he hasn't*. Explain that the last two are **short answers**. Elicit from the Ss how **short answers** are formed.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 4 Read the instructions and explain the task. Allow the Ss some time to complete the task. Check round the class. Check the Ss' answers.
- 5 Read the instructions and explain the task. Refer the Ss to the table and tell them to complete it with the names of their classmates. Allow them some time to ask and answer the questions, as in the example and complete the table.

6 a. **Focus ► predicting**

Focus the Ss' attention on the article. Read the title and the introduction. Ask the Ss to say what a 'host family' is (*a family that welcomes international students into their home for a short stay*). Ask the Ss if they would like to stay with a family abroad and if yes, where.

b. **Focus ► scanning**

Read the instructions and explain the task. Allow the Ss some time to answer the questions. Check their answers.

Answer Key

- 1 Gustavo – husband, Paco – son, Patty – daughter
- 2 Paco is twelve years old. Patty is eight years old.
- 3 They all like swimming.
- 4 Inez's home-made tacos.

- c. • Explain the task. Allow the Ss some time to complete the phrases. Check the Ss' answers. Play the cassette/CD. The Ss listen and follow the line. Individual Ss read out from the text.
- Now, ask the Ss to choose two of the above phrases and make sentences.

Ss' own answers

7 **Focus ► engaging in role play**

Read the instructions and explain the task. Divide the Ss into pairs and assign them roles. Ask them to perform an interview using the information given to them, and record it. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on they can listen to their dialogues and check themselves.

Study Skills

Read the **Study Skills** box and explain any unknown words. Explain the importance of reading the choices beforehand. In this way, we know what to focus on while listening.

8 **Focus ► choosing presents for a host family**

- Read the instructions and explain the task. Ask the Ss to read the choices, A-F, and the names of the people carefully. Have them guess which present would be suitable for which person.

- Play the cassette/CD. The Ss listen and complete the task. Play the cassette/CD again. The Ss listen and verify their answers. Check the Ss' answers.

Tapescript

Ray: Hi, Maria. What are you doing?

Maria: Oh, hello, Ray. I'm looking for presents for my host family, the Richardson's. I can't make up my mind.

Ray: Well, what do they like doing?

Maria: Erm, Mr Richardson likes gardening. Perhaps I can get him some gardening gloves.

Ray: Yes, that's a good idea. And what about Mrs Richardson?

Maria: That's easy! She loves cooking.

Ray: Maybe a video about cooking? They've got some nice ones here.

Maria: I know! I can get her a Mexican cook book to remind her of me!

Ray: Have they got any children?

Maria: Yes. Two: a boy, Danny and a girl, Amanda. Danny likes playing computer games.

Ray: The computer games are over there.

Maria: Good. A computer game for Danny, then.

Ray: What about Amanda? Does she like dolls?

Maria: No, she likes reading. She reads all the time. I know! I can get her a story book.

Ray: The books are next to the computer games...

9 **Focus ► writing an entry for a host family magazine**

- Refer your Ss to the text in Ex. 6a. Ask them to use the text, as well as their own ideas, in order to write a similar text about their families.
- The Ss write the entry as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Tell the Ss to imagine they are holding something in their hands, (apple, CD, pen, etc). They have to circulate and swap their objects with another student. They repeat this until they have exchanged objects several times.

e.g. S1: I've got an apple. Here you are.

S2: I've got a book. Here you are.

At the end of the game, ask Ss which objects they are holding. Usually, during the course of the game, some objects multiply, while others disappear altogether!

- 2 Ask Ss which country they would like to visit and spend a month with a family there. If they have Internet access, ask them to find any host families from that country. Ask them to choose the one that they like best and present the information to the class.

Reading

- 6 a. Read the title and the introduction. What do you think 'a host family' is?

> THE Host Post <

Face the world

- Live with a family abroad!

Are you a student? Do you want to study and learn about another country? Host families from around the world are waiting to welcome you into their homes ...



This week, our reporter Ashley Briar is with the Cordez family in Mexico.

My name is Inez Cordez. I live with my husband, Gustavo, my son Paco and daughter Patty in Veracruz, Mexico.

We've got a house right by the sea – we're very lucky! Paco is twelve and loves football. Patty is eight years old and she's very pretty. She loves school and she's very clever for her age.

We all like swimming very much – and everyone in the family loves my home-made tacos!

We're all very happy with our family life, and we would love to share it with someone!

- b. Read the text and find out ...

- 1 the name of Inez Cordez' husband, son and daughter.
- 2 how old her son and daughter are.
- 3 what they all like doing.
- 4 what their favourite food is.

- c. Listen and read about the Cordez family again and complete the phrases. Then, choose any two and make sentences.

- | | |
|---------------------------|-----------------------------|
| 1 right by the sea | 3 family life |
| 2 home-made tacos | 4 share with someone |

Speaking

- 7 **Portfolio:** Work in pairs. **Student A** is Ashley Briar. **Student B** is Inez Cordez. Act out the interview and record it. Use the following:
- your name? your husband's name?
 - any children? their names? age?
 - favourite family activity?
 - favourite food?

Study skills

Identifying key information

Before you listen, read the choices carefully. Listen and match the choices to the people. Be careful: you always hear the extra ones, too.

Listening

- 8 Maria wants to buy some presents for her host family. Listen and match the people to the presents.

People

- | | |
|------------------|----------------------------|
| 1 Mr Richardson | <input type="checkbox"/> E |
| 2 Mrs Richardson | <input type="checkbox"/> A |
| 3 Danny | <input type="checkbox"/> C |
| 4 Amanda | <input type="checkbox"/> F |

Presents

- | | |
|---|------------------|
| A | cook book |
| B | video |
| C | computer game |
| D | doll |
| E | gardening gloves |
| F | story book |

Writing

- 9 **Portfolio:** Your family would like to be a host family. Write to 'The Host Post', giving details of you and your family.



- ride a bike
- play football
- swim
- take photos
- ski
- play tennis



Yes, I can.
Yes, a little./Yes, really well.
Yes, but not very well.



No, I can't.
No, not at all.
No, I'm hopeless.

Vocabulary

► Activities

- a. Read and complete.
b. Now, talk with your friend.
A: *Can you play baseball?*
B: *Yes, I can./No, I can't.*

Pronunciation

► /ə/, /æ/ and /ɑ/

- a. Listen and repeat.
1 /ə/ I can dance.
2 /æ/ Can you ski? Yes, I can.
3 /ɑ/ No, I can't. I can't play tennis.
b. Say the sentences.
1 I can ski, but I can't dive.
2 Can you cook? No, I can't.
3 Can you ride a bike? Yes, I can.

Exploring Grammar

► Possessives

Grammar Reference

This is **Laura's** bike. It's **her** bike. The bike is **hers**.

- a. Read the examples above. Which question do they answer?
a What is it? b Whose is it?
b. Complete the list. Use: *theirs, hers, ours, yours*.
my - mine his - his its - — your - **yours**
your - yours her - **hers** our - **ours** their - **theirs**
- Complete the sentences with the correct form of the words in capital letters.
1 The blue car is **mine**.
2 **Her** mother is a teacher.
3 That book isn't **yours**; it's **his**!
4 **Our** dog's name is Spotty.
5 This beautiful house is **theirs**!
6 **His** father is a doctor.
7 Has **your** fish got a name?
8 Please give that to Jackie, it's **hers**.

I
SHE
YOU/HE
WE
THEY
HE
YOU
SHE

Family fun!

Objectives/Targets: expressing ability; talking about possession

Vocabulary: activities

Language focus

Grammar: Possessive Case; Possessive Adjectives; the verb *can/can't*

Language in use: Can you play basketball? Yes, I can./No, I can't.; Good morning, how can I help you? Oh, hello, I need a card for my mobile phone. Can you post these letters for me, please? Sure, no problem.

Listening: a dialogue between people talking about a family camp

Skills involved: listening for specific information (choosing the right ad)

Reading: a dialogue about a family camp; camp ads

Skills involved: reading for specific information; identifying correct/incorrect information

Everyday English: asking for and offering help (pair work)

Speaking: talking about camps (role play)

Pronunciation: the /ə/, /æ/ and /ɑ:/ sounds

Focus ► presenting vocabulary related to activities

- 1 a. • Ask the Ss to look at the pictures illustrating the exercise. Point to and present/ elicit the activities (*play baseball, ride a bike, cook, play football, swim, play tennis, ski, dive, take photos, play chess, surf the Internet, ride a horse*). Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Focus ► presenting the verb 'can'

- b. • Present the verb **can**. Say, then write on the board: *I **can** play tennis*. The Ss repeat, chorally and/or individually. Point to a student and say: *You **can** play tennis*. Point out that **can** is the same in all persons. Present the **negative, interrogative and, short answers** in the same way. Draw the Ss' attention to the full form of **can** in the **negative (cannot)** and the short form (**can't**) for spelling reasons.
- Read the instructions and explain the task. The Ss ask and answer using the prompts and the exchanges as a model. Check round the class. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: *Can you ride a bike?*

B: *Yes, I can.*

A: *Can you swim?*

B: *No, I can't.*

A: *Can you cook?*

B: *Yes, a little/really well.*

A: *Can you ride a horse?*

B: *No, not at all. etc*

A: *Can you play football?*

B: *Yes, but not very well.*

Focus ► identifying and distinguishing between the /ə/, /æ/ and /ɑ:/ sounds

- 2 a. • Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and repeat, chorally and/or individually.
- b. Individual Ss say the sentences. Check the Ss' pronunciation.
- 3 a. **Focus ► Possessive Case**
 - Read the sentences. Ask individual Ss to translate the words in bold. Then, Ss choose the correct question.
 - Say, then write on the board: *This is **Laura's** bike*. The Ss repeat after you. Underline the words in bold. Elicit the use of 's to show that something belongs to someone.
- b. **Focus ► Possessive adjectives/Pronouns**
 - Allow the Ss some time to complete the task. Check the Ss' answers.
 - Say, then write on the board: *This is **my** book. The book is **mine***. The Ss repeat after you. Underline the words in bold. Follow the same procedure and write the rest of the **possessive adjectives** and **pronouns**. Elicit that we use the **possessive adjectives** before a noun, while **possessive pronouns** are used on their own.
 - Drill your Ss.
e.g. T: *my*
S1: *mine*
T: *hers*
S2: *her etc*
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.

Focus ► Possessive adjectives/Pronouns

- 4 Read the instructions and explain the task. Allow the Ss some time to fill in the gaps with the appropriate form. Circulate and provide any necessary help. Check the Ss' answers.

- 5 Go through the instructions and explain the task. The Ss read silently and complete the task. Check the Ss' answers.

Game

Go through the instructions with your Ss and explain the game. Invite individual Ss to come to the front of the class and pick an object. The Ss circulate, asking questions as in the example, in order to find out to whom the object belongs. Repeat the game as many times as you think is necessary.

Focus ► asking for/offering help

- 6 a. Go through the rubric with your Ss and explain the task. Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers.

Answer Key

asking for help: 2, offering help: 1

- b. The Ss, in pairs, act out similar dialogues, using the prompts and the exchanges in Ex. 6a as a model. Circulate and provide any necessary help. Then, ask pairs of Ss to report back to the class.

Suggested Answer Key

A: *Good morning, how can I help you?*
B: *Oh, hello. I need a film for my camera.*
A: *Can you open the door for me, please?*
B: *Sure, no problem. etc*

- 7 a. **Focus ► warming up**

Refer your Ss to the camp ads. Have a class discussion as to where they would like to go and which of the activities they would like to do.

- b. **Focus ► identifying the correct family camp**

- Read through the instructions and the ads and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers.

Extension

Ask your Ss comprehension questions about the dialogue.

e.g. T: *Why is Ben happy?*
S1: *Because he has got great news!*
T: *Can you play volleyball at that camp?*
S2: *Yes, you can! etc*

- c. The Ss read silently and complete the task. Check round the class. Check the Ss' answers.

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of Ss to report back to the class.

- 8 **Focus ► engaging in role play**

Refer your Ss to the dialogue about Camp Athletic in Ex. 7b. Ask them to act out a similar dialogue about **Camp Surprise** and record it. Check round the class. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

Optional Reinforcement & Extension Activities

- 1 Write the activities from Ex. 1 on the board with letters missing. Invite individual Ss to come to the front of the class, guess the activity and fill in the blanks.
- 2 Read out sentences from the dialogue on page 21. Ask individual Ss to tell you who said them, Shirley or Ben?
e.g. T: *Oh, what?*
S1: *Shirley!*
T: *Yes, I've got it here.*
S2: *Ben! etc*

5 Read and underline.

- 1 Meet my/mine wife, Sue.
- 2 She's got two brothers. Theirs/Their names are Gary and Robert.
- 3 This is my phone. Where is your/yours?
- 4 Is this car Jenny's? No, it isn't hers/her.
- 5 We live in Italy. Ours/Our house is in Rome.

GAME

Give your teacher something that belongs to you. Your teacher hands out the objects around the class. Find out whose object you've got and give it back.

S1: Excuse me, is this your pen?

S2: No, it isn't mine. I think it's John's.

S1: John, is this your pen?

S3: Yes, it is. Thanks.

Everyday English

▶ Asking for/Offering help

- 6 a. Listen and read the short dialogues. In which dialogue is someone asking for help? offering help?

- 1 A: Good morning, how can I help you?
B: Oh, hello. I need a card for my mobile phone.
- 2 A: Can you post these letters for me, please?
B: Sure, no problem.

b. Now, act out similar dialogues.

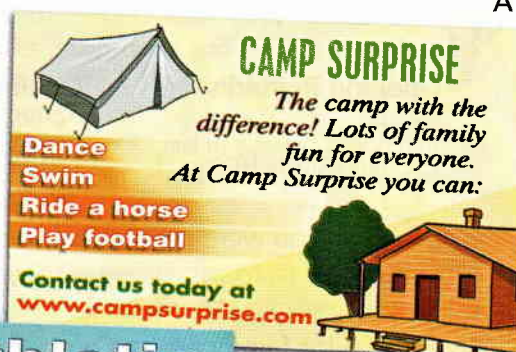
- 1 A: ask how you can help
B: ask for a film for your camera
- 2 A: ask your partner to open the door for you
B: agree to help your partner

Listening & Reading

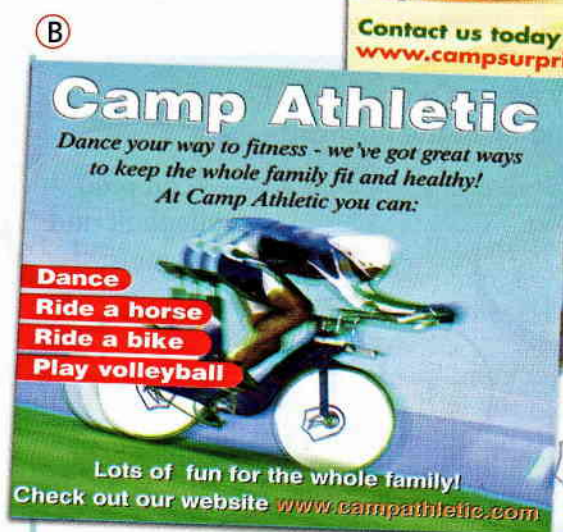
- 7 a. Look at the ads. Where would you like to go? Which of the activities would you like to do?

- b. Which camp are they talking about? Read and listen and choose.

A



CAMP SURPRISE
The camp with the difference! Lots of family fun for everyone.
At Camp Surprise you can:
Dance
Swim
Ride a horse
Play football
Contact us today at www.campsurprise.com



Camp Athletic
Dance your way to fitness - we've got great ways to keep the whole family fit and healthy!
At Camp Athletic you can:
Dance
Ride a horse
Ride a bike
Play volleyball
Lots of fun for the whole family!
Check out our website www.campathletic.com

Shirley: Hi, Ben. You look happy.

Ben: I am! Shirley, I've got some great news!

Shirley: Oh, what?

Ben: Well, you want to keep fit. Right?

Shirley: Yes, definitely.

Ben: There's this great camp for all the family. We can all keep fit together.

Shirley: That sounds good. Can you play tennis there?

Ben: I don't think so. But you can do lots of other things. You can dance or ride a horse, for instance.

Shirley: Oh, really? The kids love horses.

Ben: Yes, and I can play volleyball there, too.

Shirley: Have they got a website?

Ben: Yes, I've got it here.

Shirley: Let's get on the Internet and find out more.

c. Read and write Yes or No.

- 1 Shirley wants to keep fit. Yes
- 2 The camp isn't for families. No
- 3 The kids don't like horses. No

Speaking

- 8 Portfolio: In pairs, act out a similar dialogue to Ex. 7 about the other camp. Record your dialogues.



Camp Active

Writing (a postcard)



Opening Remarks

- Hi ...,
Greetings from ...!
- Hello ...,
Wish you were here!

Closing Remarks

- See you soon.
All my love,
- Take care.
Best wishes,

- 1 The Taylor family are at Camp Active. Read what they say and fill in the postcard.

There's a big
swimming pool
here!

I can play
volleyball and
tennis.

I love
horses!

Discuss & Write

- 3 What about you? Ask and answer. Imagine you are at a camp ...

- 1 What's the name of the camp?
- 2 Who are you with at the camp?
- 3 What can you do there?

Writing

- 4 **Portfolio:** You and your family are at a camp. Send a postcard to a friend telling him/her all about it. Include:

- name of camp • what you can do there • your friend's address

Dear Rachel,

Here we are at Camp Active. It's fantastic and there are a lot of things to do here!

The camp has got a 1) **swimming pool**. We can swim all day. We can play 2) **volleyball** and 3) **tennis**, too. We can even ride a 4) **horse**!

It's very nice here and we are really enjoying ourselves!

Hope you're OK.

Love,
Jean



Rachel Clark

22, Lake Road

Oxford

OX2 5JT

England

- 2 Read the postcard again and answer the questions.

- 1 Who is the postcard from?
- 2 Who is the postcard to?
- 3 Whose address is on the postcard?
- 4 How does it begin and end?

COKE+ EDDY

Eddy, this is my
new little sister!



Are you sure? She looks more
like your grandad's sister. She
hasn't got any hair or teeth!

Camp Active

Objectives/Targets: writing postcards

Writing: a postcard to a friend while on holiday

Skills involved: identifying genre structure;
organising information into paragraphs

1 **Focus ►** identifying text cohesion

- Refer your Ss to the **Study Tip** box. Read the *Opening Remarks* and explain any unknown words. Repeat with the *Closing Remarks*.
- Read through the instructions and the postcard and explain the task. Allow the Ss some time to read the postcard silently and fill in the appropriate words. Circulate and provide any necessary help. Check the Ss' answers.

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of Ss to report back to the class.

2 **Focus ►** reading for specific information

Go through the instructions and the questions with your Ss and explain the task. The Ss read the postcard again silently and answer the questions. Check the Ss' answers.

Answer Key

- | | |
|----------|-------------------------------|
| 1 Jean | 3 Rachel Clark's |
| 2 Rachel | 4 Dear Rachel, ... Love, Jean |

3 **Focus ►** generating ideas

Go through the instructions and the questions with your Ss, and make sure everyone understands the task. The Ss read the questions silently and complete the task. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

Variation

Alternatively, you can ask your Ss to talk with their partners about what they wrote. Then, ask some pairs of Ss to report back to the class.

4 **Focus ►** writing a postcard

- Refer your Ss to the postcard on page 22. Read through the opening and closing remarks in the **Study Tips** box and remind them that each postcard should have three parts: opening remarks, main body and closing remarks. Ask them to write a similar postcard to a friend in their notebooks.
- The Ss write a postcard to a friend telling him/her about their holiday as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 The Ss work in pairs. They play the roles of Rachel and Jean from Ex. 2. The Ss make up a telephone conversation. Provide any necessary help.
- 2 Find or make up ads of camps and pin them up on the walls. (The ads can be in English or in the Ss' mother tongue.) If you wish, attach key words/phrases to each ad. (e.g. play tennis all day.) Ask the Ss to go around and choose the one they would like to go to. Then, they imagine they are there and write a postcard.

The British Royal Family

Objectives/Targets: familiarising the Ss with the British Royal Family

Vocabulary: consolidation

Reading: a text about the British Royal Family

Skills involved: reading for specific information (answering open-ended questions)

Listening: a dialogue between two people visiting Buckingham Palace

Skills involved: multiple matching

Speaking: about a famous family in their country (monologue)

Writing: about a famous family in their country

Tapescript

A: ... so this is Buckingham Palace. It's beautiful... it's so big! How many rooms are there?

B: About 600, I think.

A: 600 rooms! Wow! Plenty of room for everyone – even the corgis!

B: Look, the Queen's carriage is over there!

A: It's lovely!

B: And that's just one of them. She's got over a hundred, you know.

A: A hundred!

3 **Focus** > talking and writing about a famous family

- The Ss use the questions to talk about a famous family in their own country.
- The Ss write a text about a famous family in their country as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See Introduction for further explanation.)

1 a. **Focus** > predicting content of a text

- Ask your Ss if they have a king or a queen in their country. Do they know any countries that have either a king or a queen? (Spain, Great Britain, the Netherlands, etc.) Are they familiar with the British Royal Family? What do they know about its members? Have a class discussion.
- Read through the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers. Ask individual Ss to report back to the class.

b. **Focus** > reading about the British Royal Family

Read the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

- 1 Prince Philip is Queen Elizabeth's husband.
- 2 Queen Elizabeth has got seven grandchildren.
- 3 Prince William and Prince Harry are Prince Charles' sons.

2 **Focus** > finding out more about Buckingham Palace

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and choose the correct answer. Check the Ss' answers.

Optional Reinforcement & Extension Activities

Bring pictures of famous people from your country. Ask the Ss, in small groups, to choose the one they like. Then, they write down as much information as they can about them and their families, houses, etc. Provide any necessary help with the vocabulary.

Additional Materials

Word Perfect 2, p. 116
Grammar Check Exs 1-5, p. 123

Culture Clip

Reading

- 1 a. Who's Queen Elizabeth II? What do you know about her and the Royal Family? Listen and read and check your answers.
- b. Read the text again and answer the questions.
 - 1 Who's Prince Philip?
 - 2 How many grandchildren has the Queen got?
 - 3 Who are Prince Charles' sons?

Listening

- 2 Listen and choose.
 - 1 The speakers are at
 - A Windsor Castle.
 - ☒ B Buckingham Palace.
 - C Balmoral Castle.
 - 2 Buckingham Palace has got about
 - A 60 rooms.
 - B 16 rooms.
 - ☒ C 600 rooms.
 - 3 The Queen has got over
 - A 100 cars.
 - B 100 corgis.
 - ☒ C 100 carriages.

Speaking & Writing

- 3 **Portfolio:** Think of a famous family in your country. Answer the questions, then use your answers to write about them.
 - 1 How many people are in the family?
 - 2 What are their names?
 - 3 Where do they live?
 - 4 Have they got any pets?
 - 5 What else do you know about them?



THE BRITISH ROYAL FAMILY



Queen Elizabeth II is the Queen of the United Kingdom. Her husband is called Prince Philip. The Queen has got four children: Anne, Charles, Andrew and Edward and seven grandchildren.

Prince Charles has got two sons, Prince William and Prince Harry. They are very handsome! They're both quite tall, with fair hair and blue eyes. They've got a lot of fans!

The Queen has also got four pet corgis. The Queen loves her pets. She takes them with her in her private aeroplane when she visits other countries!

Self-Assessment

MODULE 1

Vocabulary

1 Read and write the missing word.

- | | |
|-----------|-------------|
| 1 Brazil | - Brazilian |
| 2 Britain | - British |
| 3 China | - Chinese |
| 4 France | - French |
| 5 Germany | - German |
| 6 Italy | - Italian |
| 7 Japan | - Japanese |
| 8 Mexico | - Mexican |

(8 marks)

2 Read and underline the correct word.

- 1 Drop/Contact me an e-mail if you like.
- 2 The Eiffel Tower is a famous **capital city**/landmark in France.
- 3 My uncle's wife is my **grandmother**/aunt.
- 4 I like Pam's **good-looking**/curly hair.
- 5 My brother is my father's **daughter**/son.
- 6 He's not fat; he's a little **overweight**/tall.
- 7 I live/**meet** with my parents.
- 8 Mark is only seven, but he's very lovely/clever for his age.
- 9 Everyone in the family loves my mother's **home-made**/serious cakes!
- 10 We can start playing tennis. We can keep **lucky**/fit in that way.

(10 marks)

3 Look, read and choose.



- 1 ☒ A cook
B play chess



- 2 A play basketball
☒ B play football



- 3 A ride a horse
☒ B ride a bike



- 4 ☒ A surf the Internet
B take photos



- 5 A ski
☒ B dive



- 6 A play tennis
☒ B play baseball

(12 marks)

Grammar

4 Circle the correct item.

- 1 is John? At school.
☒ A Where B What C How
- 2 We from the UK. We're British.
A aren't B is ☒ C are
- 3 Is this camera?
A you ☒ B your C yours
- 4 is this dictionary?
☒ A Whose B Who C Which
- 5 Come and meet parents.
☒ A Harry's B Harry C Harry is
- 6 is Chris from? Germany.
☒ A Where B What C How
- 7 This house is
☒ A hers B her C she
- 8 How old ?
A he is B are he ☒ C is he

(16 marks)

5 Read and answer about yourself.

- 1 Have you got a computer?
Yes, I have.
- 2 Can you ride a bike?
Yes, I can.
- 3 Have you got any pets?
No, I haven't.
- 4 Can you speak French?
No, I can't.
- 5 What colour eyes have you got?
I've got blue eyes.
- 6 Can you play chess?
No, I can't.

(12 marks)


Communication

6 Complete the exchanges.

- a Oh, hello. I need a film for my camera.
 - b Nice to meet you, Jeff.
 - c Not bad. How are you?
- 1 A: Hi, Alan. How are things?
B: Not bad. How are you?
 - 2 A: Good morning. How can I help you?
B: Oh, hello. I need a film for my camera.
 - 3 A: Hi! My name's Jeffrey, but please call me Jeff.
B: Nice to meet you, Jeff.

(12 marks)

Listening

- 7  Belinda is talking to her friend Dave about her holiday shopping. Listen and match the country to the items. There are two extra items you do not need.

- | | | |
|-----------|---|--------------|
| 1 France | → | A chocolates |
| 2 Greece | → | B radio |
| 3 Spain | → | C camera |
| 4 Germany | → | D coffee |
| 5 Turkey | → | E bag |
| | → | F cassette |
| | → | G book |

(For tapescript see p. 152T)

(10 marks)

Reading & Writing

- 8 Read this information about a woman who wants to travel around Europe. Fill in the information on the PASSPORT APPLICATION.

Kerry Taylor lives in the UK. She is 22 years old and she's a teacher. She's from a city called Chester in England.

PASSPORT APPLICATION	
First name:	1) Kerry
Surname:	2) Taylor
Age:	3) 22
Date of birth:	16/7/1982
Place of birth:	4) Chester
Sex:	Female
Job:	5) teacher

(20 marks)

(Total = 100 marks)

NOW I can...

- talk about countries and nationalities
- ask for and give personal information
- introduce myself and greet other people
- talk about family members
- describe appearance and character
- talk about abilities
- ask for and offer help
- write short friendly letters/a postcard

... in English!

Across the Curriculum

1

SCIENCE

WHO DO YOU TAKE AFTER?


- 1 Do a survey. Ask ten people in your class and fill in the table. Which eye/hair colour is the most common? How many people take after their mother/father?

Name	Eye colour	Hair colour	Mother's eye colour	Father's eye colour	Mother's hair colour	Father's hair colour
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

Songsheet 1

- 1 Read the title. What kind of people do you expect to find in *Dreamland*?

DREAMLAND

- 2  Read the lyrics and try to guess the missing words. Then, listen and check your answers.

The boy I like's from Dreamland
He looks just like Brad Pitt!
He's got fair hair and big blue eyes
And he's tall and very 1) **fit**!

He's funny and he's friendly
And he loves to give me flowers
He can play guitar and sing love songs
For hours and hours and 2) **hours**!

The girl I like's from Dreamland
She looks just like Cameron Diaz
She's slim and fair, she's got lovely hair,
Big eyes and such cute 3) **ears**!

She's sweet and kind and clever
And she loves to watch TV –
Her favourite sport is football
And her favourite guy is 4) **me**!



Across the Curriculum 1 Science – Who do you take after?

Aims: exploring the differences between humans; collecting and organising data in a table and presenting it to the class

Vocabulary: review

1 **Focus ►** carrying out a classroom survey

- **Ss' books closed.** Ask the Ss to brainstorm a list of ways in which people differ. Point out that they should focus on characteristics of the physical appearance of humans (e.g. height, eye and hair colour, etc.) and not their outfits (e.g. style or colour of clothing, accessories etc.) Individual Ss report back to the class. Have a class discussion.
- **Ss' books open.** Read the instructions and explain the task. Allow the Ss some time to circulate and fill the table in.
- Once they collect the data, help them categorise it, in order to present it to the class. Which is the most common eye/hair colour in the class? How many people take after their mother/father? The Ss read through their tables and answer the questions. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of Ss to report back to the class.

Extension

Ask your Ss to count how many people have e.g. blue eyes or brown eyes and represent these in a pie chart. Once they finish, ask individual Ss to interpret the chart.

e.g. S1: *Six Ss have blue eyes.*

S2: *Three Ss have grey eyes. etc*

Songsheet 1 – Dreamland

Aims: consolidating vocabulary connected with appearance

1 **Focus ►** warming up

Focus the Ss' attention on the pictures illustrating the song. Do the Ss know who they are? Read the title. What kind of people do they expect to find in *Dreamland*? Have a class discussion.

2 **Focus ►** making the Ss aware of rhyming words

- Read the instructions and explain the task. Allow the Ss some time to read through the song and guess the missing words. Point out that the missing words have to comply with the song's rhyming pattern. Ask individual Ss to tell the class which words they think are missing. Write their ideas on the board.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers.
- Play the song again. The Ss listen and sing along.

Module 2 (Units 3 & 4): A Way of Life

► Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the previous module. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

► Look at Module 2

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think the module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. Use the pictures illustrating the page in order to raise their interest in the module. In pairs, the Ss locate the page numbers of the visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

Pic. 1 (p. 29)

- T: What page is picture 1 from?
S1: It's from page 29.
T: What can you see in the picture?
S2: A person doing the shopping. etc

Pic. 2 (p. 32)

- T: What page is picture 2 from? Why is this woman dressed like this? What else can you see on page 32? etc

Pic. 3 (p. 37)

- T: What page is picture 3 from? What can you see in the picture? Describe what you see. etc

Pic. 4 (p. 40)

- T: What page is picture 4 from? What can you see in the picture? What else can you see on page 40? etc

► Find the unit and page number(s) for

Read the phrases and explain to the Ss what they mean. Then, go through the module and find the corresponding page numbers. Have a class discussion.

Answer Key

A song (Unit 3a, p. 29)

- T: What is this song about?
S1: About the singer's perfect day.
T: Do you think the singer is a man or a woman? Why?
S2: A woman, because she is talking about the birds and the sun./A man because ...
T: How old do you think the singer is?
S3: young/old etc

A timetable (Unit 3b, p. 30)

- Have you got a timetable? Which of these subjects do you do at school?
Which one do you prefer? Why? What else can you see on page 30? etc

A quiz (Unit 3c, p. 33)

- What does the title mean? Where do you usually find quizzes? What is this quiz about? Would you like to become a police officer? Why? etc

Classified ads (Units 3d & 4a, pp. 34, 38)

- Where can you find classified ads? What information do you expect to find in them? What are these ads for? What else can you see on those pages? etc

A magazine article (Unit 3b, p. 31)

- What does the title mean? What is this article about? What can you see in the picture? etc

Notices (Unit 4c, p. 40)

- Where can you see these notices? What else can you see on page 40? etc

A fax message (Unit 4d, p. 42)

- Do you know what a fax message is? Have you ever sent one? Who did you send it to? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units they will know how to perform all of the listed tasks. (For an analytical breakdown of the aims and objectives of the module, see Programme p. VII.)

A Way of Life

Module 2 (Units 3 & 4)

► Before you start

- Where are you from?
- Who's your favourite singer?
- Have you got any brothers or sisters?
- What's your best friend like?

► Look at Module 2

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|----------------------|--------------------------|--------------------------|
| • a song | <input type="checkbox"/> | <input type="checkbox"/> |
| • a timetable | <input type="checkbox"/> | <input type="checkbox"/> |
| • a quiz | <input type="checkbox"/> | <input type="checkbox"/> |
| • classified ads | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • notices | <input type="checkbox"/> | <input type="checkbox"/> |
| • a fax message | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

- a song competition
- school timetables
- Sophia, both a mother and a student
- jobs
- the qualities needed to become a police officer
- Windsor Castle & Queen Mary's Doll's House
- a Home Exchange Programme
- types of houses
- shops and places
- notices in public places

► learn how to ...

- express preferences
- talk about daily routines
- talk about school subjects
- tell the time
- talk about jobs and job preferences
- identify rooms and things in a house
- describe houses
- talk about location
- give directions

► practise ...

- Present Simple
- adverbs of frequency
- there is/are
- prepositions of place
- plurals

► do a project about ...

- a song competition
- your daily routine
- your dream house

► write ...

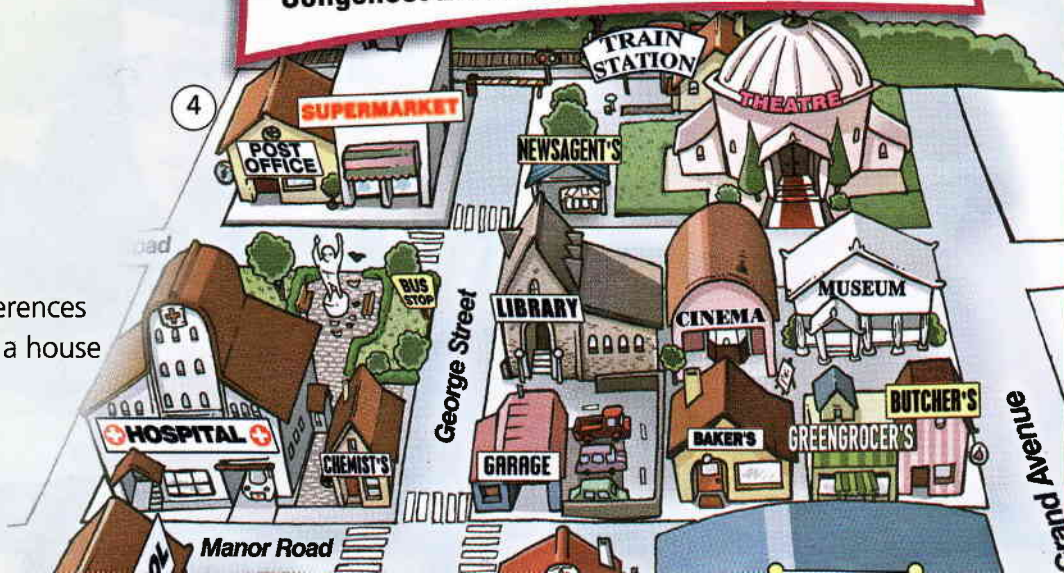
- a job ad
- a home exchange listing
- a fax message



Culture Clip: Home on the range!

Curricular Cuts (Art & Design): In Good Shape!

Across the Curriculum 2: People who help us!
Songsheet 2: A Room of Your Own!



Vocabulary

► Everyday life

- 1 a. The pictures show some of the things we do every day. Complete the phrases with the following verbs:

• go (to) • have • do • read • walk

- b. What do you do in the ...

• morning?
• afternoon?
• evening?

A: What do you do in the morning?

B: I have breakfast, then I go to school. What about you?

- 2 What do you like (*) doing? What do you love (**) doing? Use the key and say.

- | | | | |
|-----------------------|--|----------------------|----------------------------|
| 1 reading books | <input checked="" type="checkbox"/> ** | reading comics | <input type="checkbox"/> * |
| 2 watching TV | <input type="checkbox"/> | watching videos | <input type="checkbox"/> |
| 3 going to the cinema | <input type="checkbox"/> | going to the theatre | <input type="checkbox"/> |
| 4 playing board games | <input type="checkbox"/> | playing video games | <input type="checkbox"/> |
| 5 swimming in the sea | <input type="checkbox"/> | swimming in a pool | <input type="checkbox"/> |
| 6 going to the gym | <input type="checkbox"/> | going jogging | <input type="checkbox"/> |

1 I like reading comics, but I love reading books.

Listening & Reading

- 3 a. Read the song competition announcement. What is the competition about? What images, sounds, etc come to mind? Tell the class.

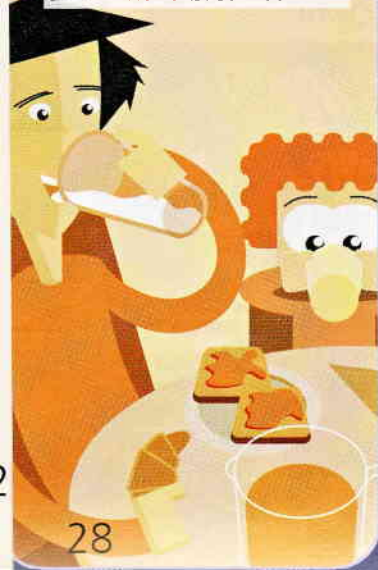


- b. Listen to the song. Tick (✓) the words in the list each time you hear them. Don't look at the song lyrics.

• day ✓✓✓✓✓	• every ✓✓✓
• sun ✓✓	• fly ✓✓
• birds ✓✓	• planet ✓

My Day

1 have breakfast



2 go to school



3 have a lesson



4 do my homework



Day by day

Objectives/Targets: talking about everyday activities and routines; expressing preferences

Vocabulary: everyday activities

Language focus

Language in use: What do you do in the morning? I have breakfast, then I go to school. What about you?; I like reading comics, but I love reading books.; Every day, I get up and go to school. On my perfect day, I would like to stay in bed and watch TV.

Reading: a song for a competition

Skills involved: reading for specific information (categorising information; scanning)

Listening: a song

Skills involved: listening for specific information; (scanning)

Speaking: giving personal information about favourite activities and pastimes (monologue)

Writing: a song for a competition (project)

1 **Focus ►** introducing/practising vocabulary related to everyday life

- a.
 - Ask the Ss to look at the pictures illustrating Ex. 1. Point to each picture and elicit the activity (have breakfast, go to school, have a lesson etc.). Do some quick repetition, if necessary, to practise correct pronunciation.
 - Read the instructions and explain the task. Allow the Ss some time to complete the phrases. Circulate and provide any necessary help. Check the Ss' answers.
- b. Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What do you do in the morning?

B: I walk the dog, then I have a lesson.

A: What do you do in the afternoon?

B: I do my homework, then I do the washing up.

A: What do you do in the evening?

B: I do the shopping, then I read a newspaper. etc

2 **Focus ►** talking about preferences

- Read the example and explain the task. Read the activities and do some choral and/or individual repetition, if necessary, to practise correct pronunciation.
- Refer the Ss to the exercise. The Ss, in pairs, do the exercise orally, in class. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

2 I like watching TV, but I love watching videos.

3 I like going to the theatre, but I love going to the cinema.

4 I like playing board games, but I love playing video games. etc

Extension

Do a survey. Ask individual Ss to come to the board and write a sentence about the activities they like/love doing every day, in order to see which activity the Ss enjoy the most.

3 a. **Focus ►** predicting, warm-up

Read the instructions and explain the task. The Ss read the announcement and say what the competition is about (*someone's perfect day*). Have a class discussion as to what images, sounds, feelings, etc. come to mind about their own perfect day. Provide some help if necessary by feeding them with ideas.

e.g. T: Close your eyes. It's your perfect day today. You can do whatever you like. You can go whenever you like. So, (John), what comes to mind when you think of your perfect day?

John: playing football with my friends, listening to music etc.

b. **Focus ►** listening to a song about one's perfect day

- Go through the rubric with your Ss and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Focus ► reading for specific purposes,
categorising information

- 4 a. Read the instructions and explain the task.
Allow the Ss some time to complete the task.
Ask individual Ss to report back to the class.

Answer Key

Every day: 2, 5, 6

Perfect day: 1, 3, 4

- b. Refer the Ss to the song. Ask the Ss to read the song silently and choose the appropriate title for it. Circulate and provide any necessary help. Ask individual Ss to report back to the class

Extension

Ask the Ss to assume the role of the person who wrote the song. Ask them to use Ex. 4a. and talk about what they do every day and what they do on their perfect day.
e.g. *Everyday I get up, then get dressed. On my perfect day I would like to lie in bed and watch the sun rise. etc.*

5 **Focus ►** personalisation

- Say, then write on the board: *I get up, then get dressed.* Ask: *When does the singer do that?* And elicit the answer: *Every day!* Then, say and write on the board: *I don't need to worry!* Ask: *When does that happen?* and elicit the answer: *On his perfect day!* Repeat the procedure with as many activities as you think necessary.
- Read the instructions and explain the task. Allow the Ss some time to make the list. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

6 **Focus ►** writing a song for a competition

Refer the Ss to the song and explain they have to write a similar song for the competition. Go through the incomplete song and elicit any unknown vocabulary. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Suggested Answer Key

go to work, come back home, go to the zoo, ride my bike, see my friends, watch a film, etc.

Optional Reinforcement & Extension Activities

- 1 Divide the class into two teams and explain you are going to play a game. Each team member has to think of an activity they would like to do on their perfect day and mime it for his/her team to guess. Each correct guess gets one point. The team with the most points wins.
- 2 Bring to class several pictures of people doing things during the day (e.g. walking the dog, having a meal, playing board games, going jogging etc). Draw three columns on the board under the respective titles: *in the morning, in the afternoon, in the evening.* Invite individual Ss to come to the board, pick a picture at random and decide what time of the day people usually do such a thing. The student then pins the picture up on the board, in the respective column.

4 a. Read the song and say *every day* or *on a perfect day*.

- | | |
|---|--------------------------|
| 1 I lie in bed and watch
the sun rise. | 3 I watch the birds fly. |
| 2 I get up, then get
dressed. | 4 I don't need to worry. |
| | 5 I rush to the office. |
| | 6 I have breakfast. |

b. Choose a title for the song.

- My Daily Routine
- A World without Worry
- Going to the Office

Speaking

5 Make a list of all the things you do every day and what you would like to do on your perfect day. Then, tell the class.

Every day I get up early and go to school. On my perfect day I would like to go on a picnic in the country.

Writing

6 Write a song for the competition.

My routine from day to day
Is very dull and flat

I, I

What do you think of that?

But on my perfect day, oh boy!

I do the things I want to

I, I

It's different and it's fun too!

No worries, no hurries

On my perfect day

I, I

It's great in every way!

1st Prize

I dream of a day
When there's no need to hurry:
On my perfect day
I don't need to worry –

I watch from my bed
As the sun rises high
I sit and I look
At the birds as they fly.

Every day the sun rises
Every day the birds fly
But I don't seem to notice
And I ask myself why.

Is it because of
My daily routine?
Every day the same thing
You know what I mean!

I get up, then get dressed,
Have breakfast and then
I rush to the office –
Again and again!

Why isn't there time
To just look for hours
At the wonderful things
On this planet of ours?

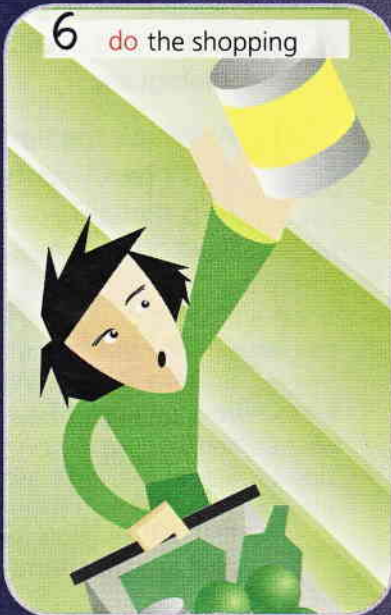
5

walk the dog



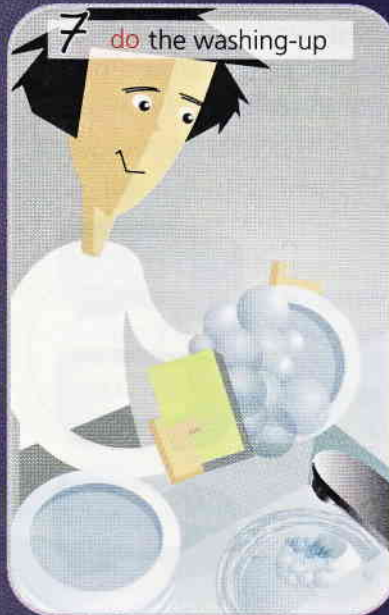
6

do the shopping



7

do the washing-up



8

read the newspaper



Vocabulary

School Subjects

- 1 a. Which of these subjects do you do at school?
Which one is your favourite?
- b. Complete the school timetable by adding the following: Geography (x2), History (x2), French (x1), Art (x1), Music (x1), Science (x3), ICT (x2), Maths (x1), English (x2), PE (x1).

	Monday	Tuesday	Wednesday	Thursday	Friday	
weekdays	9:15	Maths	Science	.....	.....	Maths
	10:05	History	Science	.....	.....	Maths
	11:15	English	Music	.....	.....	.....
	12:05	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
	13:15	ICT	French	.....	.....	.....
	14:05	PE	Art	.....	.....	.....
	15:00	PE	Geography	.....	.....	.....
						weekends Saturday/ Sunday

- c. Now ask and answer, as in the example.

A: When do you have Maths?

B: I have Maths on Mondays and Fridays.
What about you?

- 2 Look at the times. Do you tell the time in the same way in your language?



5:05 = five past five/five oh five
5:15 = (a) quarter past five/five fifteen
5:40 = twenty to six/five forty

Listening

- 3 a. Listen and write the times.

- b. Now, ask and answer.

- 1 A: What time is it?
B: It's half past six/six thirty.



Everyday English

Telling the time

- 4 a. Listen and circle. Then, read out the dialogues.
 - 1 A: What's the time, Jerry?
B: It's two twenty/ twenty to two.
A: Is that all?
B: I know! Time is going so slowly today!
 - 2 A: Look at the time! It's five/twenty-five past one!
B: Take it easy! We've got plenty of time.
A: We don't want to leave it till the last minute!
- b. Portfolio: Now act out similar dialogues and record them.

School days

Objectives/Targets: talking about school subjects and timetables; telling the time

Vocabulary: school subjects; time words and prepositions

Language focus

Grammar: Present Simple (Affirmative)

Language in use: When do you have Maths?

What time is it? It's half past six/six thirty.

Listening: two people talking about the time

Skills involved: listening for specific information;

Reading: an article about an unusual college student

Skills involved: identifying correct/incorrect information

Everyday English: asking for/telling the time (pair work)

Speaking: talking about daily routines (monologue)

Pronunciation: the /s/, /z/, /ɪz/ sounds

Writing: about their daily routines and timetables

1 a. **Focus ►** warming up

- Go through the school subjects and elicit any unknown vocabulary. Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Which of these subjects do they do at school? Which do they prefer? Have a class discussion.

Ss' own answers

b. Read the instructions and explain the task. Point out that the Ss should use each subject as many times as indicated in the brackets, e.g. *Geography twice*. Allow the Ss some time to complete the task. Check the Ss' answers.

c. Read the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask pairs of Ss to report back to the class.

Ss' own answers

Focus ► telling the time

- Present the time. Draw a clock on the board and point to a number, e.g. 5. Say, then write on the board: *What time is it?* The Ss repeat after you. Then, say and write: *It's five o'clock*. The Ss repeat after you. Follow the same procedure and present *half past*, *quarter past* and *quarter to*.
- Write 4:05 on the board. Say, then write: *It's five past four*. The Ss repeat after you. Then, say and write: *It's four oh five*. The Ss repeat after you. Ask the Ss to tell you if they tell the time in the same way in their own language.

Write time on the board. Individual Ss tell the time.

- Read the instructions and explain the task.
 - Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

- A: *What time is it?*
 B: *It's six thirty already.*
 A: *Is it? Let's go – we don't want to be late.*
- A: *Do you know what time it is?*
 B: *Yes, it's quarter past eleven.*
 A: *Quarter past eleven? Is that all?*
- A: *Excuse me, could you tell me the time, please?*
 B: *Certainly – it's twenty to three.*
 A: *Twenty past three?*
 B: *No, twenty to three.*
 A: *Thank you.*

b. Read the instructions and the example and explain the task. The Ss act out similar exchanges using the prompts and the dialogue they listened to as a model.

Answer Key

- A: *What time is it?*
 B: *It's quarter past eleven.*
- A: *What time is it?*
 B: *It's twenty to three. etc*
- Read the instructions and explain the task. Go through the exchanges and make sure everyone understands them.
 - Play the cassette/CD, twice if necessary. The Ss listen and complete the task in their books. Check the Ss' answers.
- b. The Ss, in pairs, act out similar dialogues using the times from Ex. 3a and the dialogues they listened to as a model, and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- A: *What's the time, John?*
 B: *It's twelve o'clock.*
 A: *Is that all?*
- A: *Oh, dear, it's so late. It's twenty to six!*
 B: *Take it easy! We've got plenty of time. etc*

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

5 a. **Focus ►** predicting the content of a text

- Refer the Ss to the picture and the title of the article. What do they think the article is about? Have a class discussion.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers. Ask individual Ss to report back to the class.

Ss' own answers

b. **Focus ►** reading about a mother who is also a college student

Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

6 **Focus ►** monologue oral reproduction of the text

Refer your Ss to the text. Read the instructions and explain the task. Allow the Ss some time to read through the article and keep notes. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

7 **Focus ►** presenting the Present Simple (Affirmative)

- Read the sentences. Ask a student to translate them. Read the rule and explain any unknown words. Ask the Ss to look at the sentences again and decide if the rule is correct (True) or incorrect (False).
- Say, then write on the board: *I **walk** to school every day.* Underline the word in bold. The Ss repeat after you. Elicit the rest of the persons from the Ss and write them on the board. Point out that the third person singular takes an -s. Elicit the spelling rules by writing the third person singular of *study*, *go* and *play*.
- Drill your Ss.
e.g. T: *Tom/like/pizza*
S1: *Tom likes pizza.*
T: *Jane and Lucy/go/ school/every day.*
S2: *Jane and Lucy go to school every day.*
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- Read the instructions and explain the task. The Ss read the text again and complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

Present Simple: *gets up, gets, goes, are, study, thinks, is, helps, do, cooks, do, loves, think, is, says*

3rd person singular: *gets, goes, thinks, helps, cooks, loves, says, 's, is*

- Read the instructions and explain the task. The Ss read silently and complete the sentences. Circulate and provide any necessary help. Check the Ss' answers.

9 **Focus ►** identifying and distinguishing between the /s/, /z/ and /iz/ sounds

- Read the rubric and explain the task. Play the cassette/CD. The Ss listen and tick the corresponding phonetic symbol. Check the Ss' answers.
- Play the cassette/CD again and pause for the Ss to repeat, chorally and/or individually.
- Individual Ss say the words. Check the Ss' pronunciation.

10 **Focus ►** writing about their daily routine

- The Ss write a short text about themselves as written homework. Display their work.

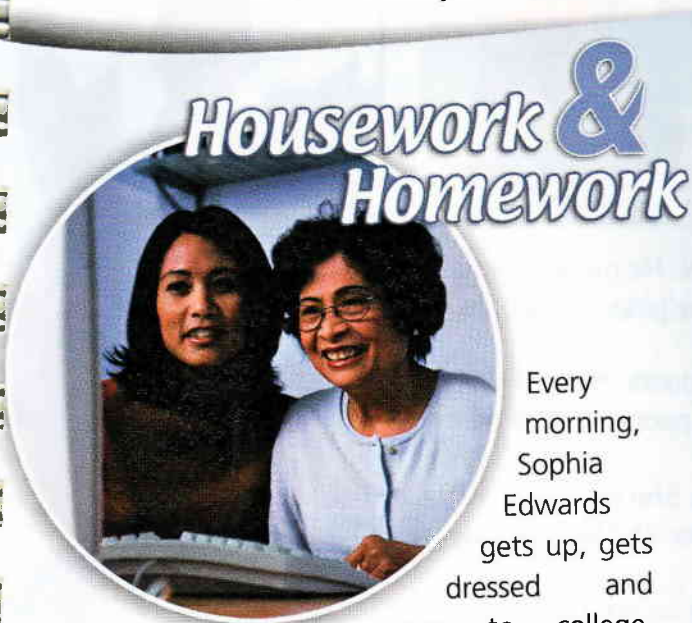
Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

- The Ss choose their favourite subject at school and prepare a short description of what they do and why they like this subject. e.g. *My favourite subject is Art. We paint pictures and use different materials. I like this subject a lot because it's very interesting.*
- The Ss interview members of their family and find out if they would like to go (back) to college/university and what they would like to study. They report back to the class.

Reading

- 5 a. Look at the title and the picture. What do you think the text is about? Listen and read and check your answers.



Every morning, Sophia Edwards gets up, gets dressed and goes to college.

Nothing unusual about that, except that Sophia and her daughter Lina are in the same class!

They both study French and History at Chester College. Lina thinks it's great that her mum is one of her classmates. "My mum helps me with my homework, but I have to help her with the housework, too! In the evening, we usually do our homework together, then she cooks dinner and I do the washing-up."

Sophia loves being a student again after so many years. "I think homework is better than housework any day!" she says.

- b. Read again and write True *T* or False *F*.

- 1 Sophia is a college student. T
- 2 Sophia studies English. F
- 3 Sophia helps Lina with her homework. T

Speaking

- 6 You are Sophia Edwards. Read the text again and keep notes about your daily routine. You can add your own ideas. Then, tell the class about it.

Exploring Grammar

► Present Simple (Affirmative)

Grammar Reference

I study hard every day.
He meets his friends on Saturdays.

- 7 a. Read the sentences above and choose.

We use the *Present Simple* to talk about daily routines.

True /False

- b. Read the text again and underline all the *Present Simple* verb forms. Which verb forms are in the third person singular?

- 8 Complete the sentences.

- 1 Tom and Meg **go (go)** jogging on Saturdays.
- 2 My grandfather **lives (live)** in a village.
- 3 Jonathan **brushes (brush)** his teeth every morning.
- 4 Mark **listens (listen)** to music every evening.
- 5 Lucy **does (do)** her homework every afternoon.
- 6 Anna **teaches (teach)** Maths at St. James School.

Pronunciation

► /s/, /z/ and /ɪz/

- 9 Listen and tick (✓). Then, listen again and repeat.

	/s/	/z/	/ɪz/
writes	✓		
goes		✓	
matches			✓
loves		✓	
eats	✓		
tidies			✓

Writing

- 10 Portfolio: Write about your daily routine (what you do in the morning/afternoon/evening).



pilot



reporter



police officer



vet



chef



doctor

- 1 He works at a hospital. He usually wears a white coat. He likes helping sick people. He's a **doctor**.
- 2 He usually works outdoors. He wears a uniform. He protects people. He's a **police officer**.
- 3 She reports the news. She works for a TV station or a newspaper. She likes writing. She's a **reporter**.
- 4 He travels all over the world. He flies aeroplanes. He's a **pilot**.
- 5 She works in a restaurant. She likes cooking. She's a **chef**.
- 6 He takes care of sick animals. He's a **vet**.

Vocabulary

Jobs

- 1 a. Read the sentences and write the jobs.

- b. What do you want to be? Ask and answer.

A: What do you want to be?

B: A pilot.

A: A pilot? Why?

B: Because I want to travel. Or Because I like travelling.

GAME

Think of a job and write it down on a piece of paper. The rest of the class try to guess which job it is.

Leader: (thinks of a police officer)

Team A S1: Do you work in an office?

Leader: No, I don't.

Team B S1: Do you wear a uniform?

Leader: Yes, I do. etc

Exploring Grammar

Present Simple

(Interrogative/Negative)

Grammar Reference

Interrogative	Short Answers
Does he play tennis?	Yes, he does./No, he doesn't.
Negative	
We do not (don't) walk to school every day.	

- 2 Study the table and complete the sentences.

We form the *interrogative* and *negative* sentences with **do** and **don't**.

- 3 Read and choose.

- 1 A Do Stan like travelling?
B Does Stan like travelling?
- 2 A Mandy doesn't like working long hours.
B Mandy don't like working long hours.
- 3 A Do mechanics work 9 to 5?
B Does mechanics work 9 to 5?
- 4 Do you like working with animals?
A Yes, I like. B Yes, I do.

Careers day

Objectives/Targets: talking about jobs and careers;

Vocabulary: jobs

Language focus

Grammar: Present Simple

(Interrogative/Negative); Adverbs of Frequency

Language in use: What do you want to be? A pilot. A chef never takes work home.

Listening: a dialogue between a student and a careers teacher

Skills involved: listening for specific purposes

Reading: a conversation between a student and a careers teacher, a quiz

Skills involved: answering open-ended questions

Speaking: acting out a dialogue between a careers teacher and a student (pair work)

1 **Focus** ► presenting/practising jobs

- a. • Point to the pictures and elicit what they all have in common (they are all pictures of different professions). Go through the pictures and present the jobs (what these people are, where they work). Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Read through the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.
- b. Go through the rubric and the exchanges with your Ss, and explain the task. The Ss, in pairs, ask and answer. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What do you want to be?

B: A vet.

A: A vet? Why?

B: Because I love animals.

A: What do you want to be?

B: A chef.

A: A chef? Why?

B: Because I like cooking. etc

Game

Choose a leader. The student comes to the front of the class and writes a job on a piece of paper. The rest of the class, in teams, try to guess the job. Each correct guess wins a point. The team with the most points wins. Keep changing the leaders.

- e.g. S1: (taxi driver)
 S2: Do you work in an office?
 S1: No, I don't.
 S3: Do you drive a car?
 S1: Yes, I do.
 S4: Are you a taxi driver?
 S1: Yes, I am. etc

Focus ► Present Simple (Interrogative/Negative)

- 2 • Have the Ss go through the sentences in the table and complete the sentences.
- Present the **present simple (negative and interrogative form)**. Say, then write on the board: **I do not (don't) walk to school on Fridays.** Explain that this is the **negative form** of the **present simple**. Underline the words in bold and explain that we form the negative structure by using the auxiliary verb **do**. The Ss repeat, chorally and/or individually. Follow the same procedure to present all the persons of the verb **to walk** in the **negative form**. Ask a student: **Do you walk to school on Fridays?** Elicit the short answer. Underline the words in bold and explain that we form the **interrogative** structure, by inverting the **subject** and the **verb** of the **negative** sentence.
- Drill your Ss. Write prompts on the board. Individual Ss ask and answer.
 e.g. T: **he play/football?**
 S1: **Does he play football?** etc
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 3 Read the instructions and explain the task. Go through the example with your Ss and make sure everyone understands it. Allow the Ss some time to complete the task. Check the Ss' answers.



4 **Focus ►** finding out the qualities needed to become a police officer

Read the instructions and go through the expressions in the quiz, eliciting any new vocabulary (e.g. *yuk, cool, danger is my middle name* etc). Ask the Ss to read the quiz again silently and complete the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

5 **Focus ►** presenting adverbs of frequency

- a. • Have individual Ss read the sentences in the table. Focus the Ss' attention on the words in bold and elicit their place in the sentences (*before the main verb and after the auxiliary verb*).
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- Go through the rubric and explain the task. Allow the Ss some time to go through the table. Circulate and provide any necessary help. Check the Ss' answers.

- b. The Ss read the quiz again and underline the adverbs. Check the Ss' answers.

6 Read the instructions and the example and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

- 1 *Peter always has breakfast at 8 o'clock in the morning.*
- 2 *Does your mother usually go shopping on Saturdays?*
- 3 *We never go to school at the weekend.*
- 4 *He sometimes plays basketball with me.*
- 5 *I don't often go to the cinema.*

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of students to report back to the class.

7 a. **Focus ►** predicting content of a dialogue

- Read the instructions and explain the task. Ask your Ss to tell the class what they think the dialogue is about. Have a class discussion.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers. Ask individual Ss to report back to the class.

Ss' own answers

b. **Focus ►** reading for specific information

Refer the Ss to the dialogue between Simon Talbot and the careers teacher. Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

- 1 *He wants to be a police officer.*
- 2 *He's good at English, ICT and P.E.*

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through it and explain that when acting out a dialogue we should try to make it look realistic. This can be achieved through using body language and voice intonation that can animate the way the speaker feels about the given situation.

8 **Focus ►** talking about jobs and related subjects in a role-play situation

Read the instructions and explain the task. The Ss, in pairs, ask and answer questions using the dialogue in Ex. 7a as a model. Ask your Ss to record their dialogues. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

Optional Reinforcement & Extension Activities

- 1 Prepare strips of paper with sentences with activities and pastimes on them. Write the following on the board:
always * * * * *, usually * * * *, often * * *, sometimes * *, never.
Ask individual Ss to come to the board and pick a strip of paper at random. Then, point to an adverb of your choice and ask them to rewrite the sentences by using the adverb in question.
- 2 The Ss, in small groups, prepare quizzes similar to the one in Ex. 4. Then, they swap and do the quizzes.

Reading

4 Do the quiz.

quiz

WOULD YOU BE
A GOOD POLICE OFFICER?

- 1 A police officer hardly ever works from 9 to 5.
A I can do that. B That's impossible for me.
- 2 A police officer sometimes works at night.
A Good, I don't like mornings.
B Sorry, I have to sleep at night.
- 3 A police officer works outside.
A Great! B Oh no!
- 4 A police officer usually wears a uniform.
A Cool! B No way!
- 5 A police officer sometimes works with animals (e.g. dogs or horses).
A That's wonderful! B Yuk!
- 6 A police officer's job is sometimes dangerous.
A Danger is my middle name.
B Mmm, I'm not sure I like that.
- 7 Nowadays, a police officer often uses a computer.
A Great! I love computers.
B Sorry, I hate computers and computers hate me!
- 8 A police officer always works with people.
A Good. I like people. B What, always?

Score

Mostly A: Great! The police force needs people like you.
Mostly B: Are you sure you want to be a police officer?
Think again!

Exploring Grammar

► Adverbs of Frequency

Grammar Reference

A pilot **always** wears a uniform at work.
A police officer **usually** works long hours.
A reporter **often** travels abroad.
A pilot's job is **sometimes** dangerous.
A chef **never** takes work home.

- 5 a. Read the sentences above and underline the correct words.

We use *adverbs of frequency* before/after the main verb and before/after auxiliary verbs.

- b. Underline the adverbs of frequency in the quiz.

6 Put the words in the correct order.

- 1 Peter/breakfast/has/8 o'clock/at/in the morning/always.
- 2 go/Does/usually/shopping/your mother/Saturdays/on?
- 3 never/to school/go/at the weekend/We.
- 4 plays/sometimes/basketball/me/with/He.
- 5 I/often/go/the cinema/to/don't.

Listening

- 7 a. Read the first four sentences of the dialogue. What do you think the dialogue is about? Listen and check.

Mr Ruthers: Good morning. Simon, is it?

Simon: Yes, sir. Simon Talbot. Class 10C.

Mr Ruthers: Fine. Right then, Simon. Which jobs are you interested in?

Simon: I'd like to be a police officer, sir.

Mr Ruthers: A police officer? Well, I've got your marks and they are very good, especially in English and ICT.

Simon: Yes, sir. And I'm really good at sports, too. I love PE.

Mr Ruthers: Well, police officers need to be fit.

Simon: I'd like some more information.

Mr Ruthers: OK. Here's something for you to read. I can answer any questions you've got when I see you next.

Simon: Thank you for your help, sir.

- b. Read the dialogue again and answer.

- 1 Which job is Simon interested in?
- 2 Which subjects is he good at?

Study skills

Acting out

When we act out a dialogue, we should think of the place we are in and how the speaker feels. We should also use gestures, expressions, etc.

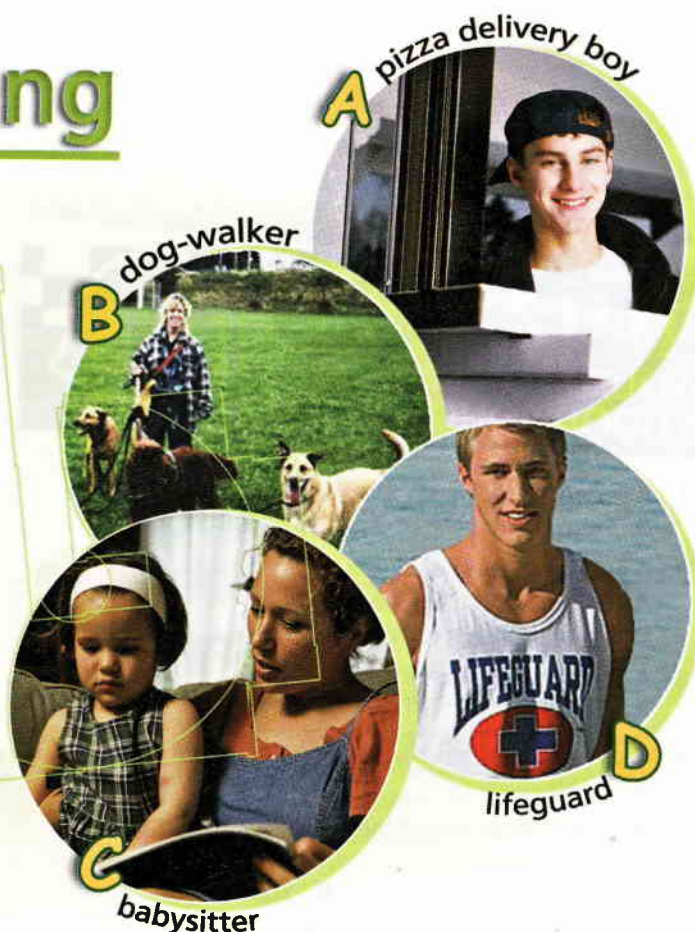
Speaking

- 8 **Portfolio:** Work in pairs. Imagine you are a careers teacher and a student. Act out a similar dialogue to Ex. 7a. Record your dialogue.

Writing (job ads)

1 These people are looking for a job. The following sentences are taken from their 'job wanted' ads. Can you match the sentences to the jobs? Some sentences can go with more than one job.

- | | |
|---------------------------------|------|
| 1 I like cooking. | C |
| 2 I'm a good swimmer and diver. | D |
| 3 I know the area very well. | A, B |
| 4 I love children. | C |
| 5 I like helping people. | D |
| 6 I'm fit and strong. | D |
| 7 I can ride a motorbike. | A |
| 8 I like working outdoors. | B, D |
| 9 I love animals. | B |
| 10 I like walking. | B |
| 11 I'm good at reading stories. | C |



2 Read the following advertisements and fill in the job.

Do you need a **babysitter**?

I'm a 19-year-old student and I live in Peckham, South London. I love children and I'm good at reading stories, cooking and sport. I can work every evening and Saturday nights. Please contact Susan Davies on 2083722846.

Wanted: holiday job as a **lifeguard**

I'm 21 and I live in the Brighton area. I can swim and dive really well and I'm good at helping people. I don't mind working weekends.

Please phone John Lomas: 0870 702 3458.

Discuss & Write

3 Read the rubric and tick (✓) the relevant information you need to include in a 'job wanted' ad.

You need some extra money. You want to work as a pizza delivery boy/girl or a dog-walker. Write your ad.

- | | |
|-----------------------------|-------------------------------------|
| • kind of job | <input checked="" type="checkbox"/> |
| • age | <input checked="" type="checkbox"/> |
| • date I was born | <input type="checkbox"/> |
| • area I live in | <input checked="" type="checkbox"/> |
| • things I'm good at | <input checked="" type="checkbox"/> |
| • what kind of food I like | <input type="checkbox"/> |
| • my favourite colour | <input type="checkbox"/> |
| • days and hours I can work | <input checked="" type="checkbox"/> |
| • name | <input checked="" type="checkbox"/> |
| • my parents' names | <input type="checkbox"/> |
| • phone number | <input checked="" type="checkbox"/> |

4 Portfolio: Use the information from Ex. 3 to write your ad. You can use the ads in Ex. 2 as models.



Job hunting

Objectives/Targets: writing job ads

Writing: a job ad for a part time job

Skills involved: identifying information relevant to a particular topic; categorising information

1 **Focus ►** presenting vocabulary related to certain jobs

- Read the instructions and explain the task. Point to each picture and ask individual Ss to describe what they see.
- Read the example and go through the sentences, eliciting any unknown vocabulary. Allow the Ss some time to read the sentences silently and complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Extension

Tell your Ss they are going to write job riddles. Explain they have to think of a job and write three sentences that could be used in an ad for it.

e.g. T: *I am good with children.*

I like studying.

I love correcting homework.

What am I?

S1: *A teacher!*

Allow the Ss some time to write their sentences. Ask individual Ss to read out their riddles. The rest of the class try to guess the job.

2 **Focus ►** reading for specific purposes

Refer the Ss to the two texts in the exercise. Go through the instructions and explain the task. Allow the Ss some time to read silently and complete the task. Check the Ss' answers.

3 **Focus ►** generating ideas

Read the rubric and elicit any unknown vocabulary. Ask your Ss to read the sentences silently and decide which ad they want to write. Allow the Ss some time to select the relevant information. Circulate and provide any necessary help. Check the Ss' answers.

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of Ss to report back to the class.

4 **Focus ►** writing a 'job wanted' ad

- Read the instructions and explain the task.
- Invite the Ss to use the text in Ex. 2 as a model and the information they have selected in Ex. 3 to produce a similar text orally in class.
- The Ss write a job ad as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask the Ss to think of any summer jobs they would like to do and work in pairs or small groups and produce 'job wanted' ads. As an extension, pin up the ads on the walls. The Ss can go around and put a tick next to the ads they think are well-written and would have been answered had they been printed. Have a class discussion as to which ad has had the most ticks and why.

Home on the range!

Objectives/Targets: familiarising the Ss with a cowboy's way of life

Vocabulary: cowboy clothes and equipment; consolidation

Reading: a short text about cowboys

Skills involved: identifying and categorising information

Speaking: describing a cowboy's daily routine (monologue)

1 **Focus ►** setting the scene, introducing target vocabulary

Focus the Ss' attention on the picture on page 35. Read the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Study Skills

Read the **Study Skills** box and explain any unknown words. Do an example from Ex. 2 with them so that they understand the steps they should follow.

2 **Focus ►** reading about cowboys

Read the instructions and explain the task. Ask the Ss to initially read headings A-D and point out that there is one they don't need to use. Ask the Ss to read the text carefully and find words that indicate what the paragraphs are about. Finally, allow the Ss some time to match the paragraphs to the headings. Check the Ss' answers.

3 a. **Focus ►** note-taking

Read the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask individual Ss to report to the class.

Answer Key

*Cowboys live outdoors, travelling from camp to camp.
They spend their day looking after the cattle.
In the evening they sit around the fire.
They love going to rodeos.*

b. **Focus ►** personalisation

The Ss, in pairs, talk about a typical job in their country, by using the titles in Ex. 3a as a model.

Optional Reinforcement & Extension Activities

Ask your Ss comprehension questions about the text.

*e.g. Where do cowboys spend most of their time?
Do their camps have electricity or hot water? etc*

Additional Materials

Word Perfect 3, p. 117
Grammar Check, Exs 1-4, p. 124

Culture Clip

3

Reading

- 1 What do you know about cowboys? Look at the picture and label it. Use: *cattle, lasso, spurs, Stetson*.

- 2 Read the article and choose a heading (A-D) for each paragraph (1-3). There is one extra heading.

- A Time out
- B Life in the camps
- C Cowboys and their music
- D A cowboy's routine

Study skills

Identifying the main points in a paragraph

Read the headings and think of what each paragraph is about. Read the paragraphs and find words, sentences, etc. that show what the paragraphs are about. Match the paragraphs to the headings.

Listening & Speaking

- 3 a. Listen and read the article again and make notes under the following headings. Then, talk about cowboys.
- where they live
 - how they spend the day
 - what they do in the evening
 - what they do in their free time
- b. Think of a typical job in your country. Use the headings from 3a to talk about it.

Home on the range!

Cowboys, with their Stetsons and spurs, are familiar figures on TV. But what's a cowboy's life really like?

1 B

Cowboys spend most of their time outdoors, usually travelling from camp to camp. The camps are very basic – they don't have electricity or hot water, so the life of a cowboy is not a comfortable one.

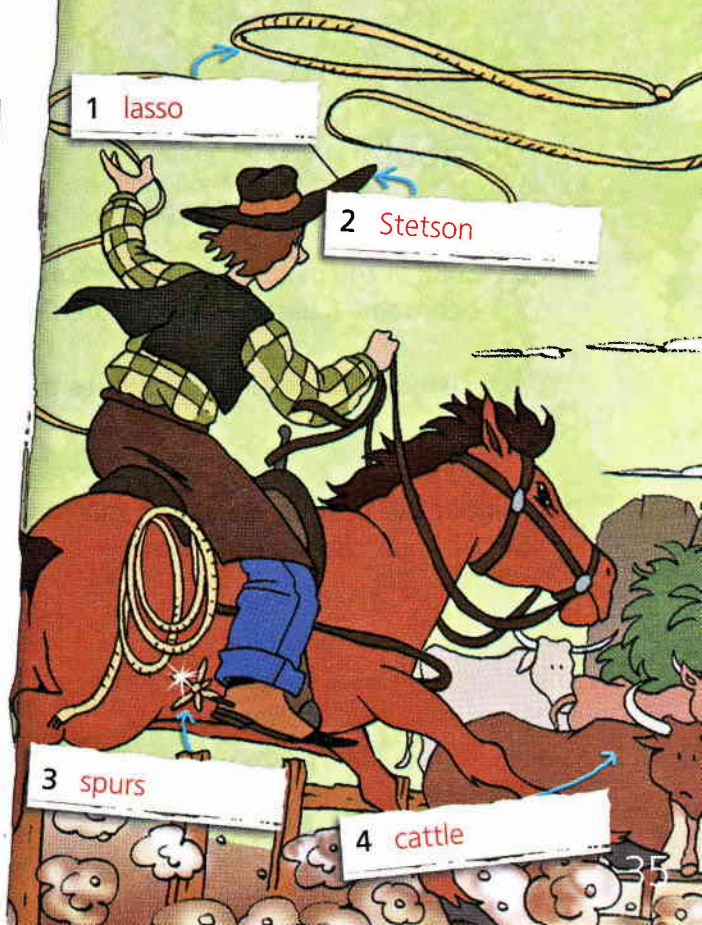
2 D

A cowboy's day always begins very early in the morning: They get up, eat a big breakfast and get ready for the long day ahead. They spend the day looking after the cattle. After a hard day's work, they often relax around a campfire in the evening, singing songs and telling stories.

3 A

In their free time, there's nothing a cowboy likes more than a rodeo! At the rodeos they can show their skill with a lasso and win a lot of money riding the wild bulls and horses!

A cowboy's life isn't easy but no one can say that it isn't exciting. Most cowboys agree that they would never want to do anything else!



4a

Fit for a Queen!



Vocabulary

► Rooms/Things in a house

- 1 a. Look at the pictures. Which picture shows: a bedroom? a bathroom? a kitchen? a living room?

b. Listen to the sounds and write the rooms.

1 bedroom 2 bathroom 3 kitchen 4 living room

- 2 Look at the pictures again and match them to the words below. Then, describe the rooms.

fridge:	5	cupboards:	6	bed:	4
towels:	10	cushions:	14	fireplace:	11
sink:	8	lamp:	2	sofa:	13
curtains:	15	coffee table:	16	armchair:	12
cooker:	7	pillows:	3		
bedside table:	1	bath:	9		

In the kitchen there is a fridge, ...

Listening

- 3 Listen and complete.

Windsor Castle

Size: 1) 13 acres

In the State Apartments you can see:
2) paintings by Rembrandt and Rubens.

From 3) October to March, visitors can also look around George IV's private apartments.

Do visit Queen Mary's Doll's 4) house, the most famous doll's house in the world.

The Castle is open until 5) 17:15.

Fit for a Queen!

Objectives/Targets: talking about rooms and things in a house

Vocabulary: rooms, things in a house

Language focus

Language in use: In the kitchen, there is a fridge...

Listening: someone talking about Windsor Castle

Skills involved: listening for specific information (gap filling)

Reading: about Queen Mary's Doll's house

Skills involved: inferring meaning through context

Speaking: giving personal information (pair work)

Writing: a paragraph about their (dream) house

Focus ► introducing target vocabulary

- 1 a. Focus the Ss' attention on the pictures illustrating the exercise. Elicit the names of the rooms.

Answer Key

Picture A: bedroom Picture C: bathroom
Picture B: kitchen Picture D: living room

- b. • Read the instructions and explain the task. Brainstorm for actions connected with each room.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

- 2 **Focus ► presenting/practising vocabulary for things in a house**

- Read the instructions and explain the task. Go through the vocabulary and elicit/present the words. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.
- Read the example and explain that we use **there is** to refer to one thing and **there are** to refer to two or more things. Complete the task by asking individual Ss to describe the four rooms, using the pictures and the example as a model.

Suggested Answer Key

In the living room, there is a sofa and an armchair. There are also some cushions. etc

Extension

Divide the class into two teams, A and B, and ask the Ss to close their books. The teams take turns asking and answering questions about what there is and what there isn't in the pictures. Each correct answer gets one point. The team with the most points wins.

e.g. Team A S1: *Is there a coffee table in the living room?*

Team A S2: *Yes, there is.*

Team B S1: *Is there a table in the kitchen?*

Team B S2: *No, there isn't. etc*

3 **Focus ► listening to information about Windsor Castle**

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the sentences. Check the Ss' answers.

Tapescript

Good afternoon everyone and welcome to Windsor castle. The castle is one of Her Majesty the Queen's homes. Windsor castle is the largest and oldest occupied castle in the world. The castle covers an area of 13 acres and contains a royal palace and the homes and workplaces of a large number of people.

In the State Apartments, you can see works of art from the Royal Collection, including paintings by Rembrandt and Rubens.

From October to March, visitors can also look around George IV's private apartments, where you can see some of the most richly decorated rooms in the castle.

And of course, one of the highlights of a visit to the castle is Queen Mary's Doll's House, the most famous doll's house in the world.

We are open until five fifteen today, so have a wonderful afternoon and enjoy your visit ...

Extension

Ask the Ss comprehension questions.

e.g. *How big is Windsor Castle? (13 acres), When can visitors look around George IV's private apartments? (from October to March), etc.*

4 **Focus ►** predicting content of a text

- Focus the Ss' attention on the picture illustrating the exercise. Read the title and the given words and ask the Ss to guess what the text is about.
- Play the cassette/CD. The Ss listen, follow in their books and check their answers.

Ss' own answers

Study Skills

Read the **Study Skills** box and explain any unknown words. Explain to the Ss that we do not always have to look up words in a dictionary. We can usually understand their meaning by reading the rest of the words in the sentence.

5 **Focus ►** reading about Queen Mary's Doll's House

Read the rubric and explain the task. Allow the Ss some time to read the text again and find the words. Circulate and provide any necessary help. Check the Ss' answers.

- 6 Read the rubric and explain to the Ss that they have to read the text again and find any information that they find amazing about the doll's house. The Ss read the text silently and underline facts that support their opinion. Ask individual Ss to report back to the class.

Ss' own answers

7 **Focus ►** personalisation

Go through the instructions and explain the task. The Ss, in pairs, ask and answer questions about their homes. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Extension

Bring blank sheets of A4 paper into class. Divide the Ss into pairs and hand them one sheet each. Ask the Ss to draw a plan of their houses/flats. Once they finish they describe the drawing to their partner for him/her to draw a plan. Finally, they compare their drawings and check if they drew the plan correctly.

8 **Focus ►** writing about their houses

- Refer the Ss to the doll's house text. Explain about their house in their notebooks.
- The Ss write a paragraph about their house as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 If your Ss have Internet access, ask them to find more information and pictures of Queen Mary's Doll's House and present them to the class.
- 2 The Ss bring in pictures of their rooms/houses and present them to class.

Reading

- 4 Look at the title and the picture. In pairs, read the words below and guess what the text is about. Then, listen and read and check your answers.

• house • doll • castle
• queen

Study skills

Understanding new words through context

You can understand what a word means by reading the rest of the sentence/phrase. The words you already know can often give you clues as to what the unknown word means.

- 5 Read the text again and find ...

- two things in paragraph 1 that we can use to get from one floor to another.
- the opposite of the word 'hot' in paragraph 2.
- another word in paragraph 2 that means 'small'.
- a word in paragraph 3 that means more or less the same as 'lovely'.

- 6 What do you think of Queen Mary's Doll's House? Read the text again and underline the things that you find amazing. Then, tell the class.

It's got forty rooms. That's amazing!

Speaking

- 7 In pairs, talk about your home.

- Do you live in a house or a flat?
- How many rooms are there?
- Have you got a garden or a garage?
- Have you got your own room? What's in it?

A Dream House!



By John Dylan

This magnificent house has got everything! There are more than forty rooms, including five bathrooms and garages for five cars. It has also got two lifts and two staircases. A dream house? Yes, but there's one small problem. This is Queen Mary's Doll's House, so there aren't any people in it!

Everything in the house is tiny, but the amazing thing is that it all works. For example, there is hot and cold water in the bathrooms and the books have got real stories in them. The house has even got electricity and the lifts can go up and down!

Queen Mary's Doll's House is eighty years old. You can see it in Windsor Castle, near London. Many people visit the Castle just to see the Doll's House! It is one of the most beautiful houses in Britain – what a pity nobody lives in it!

Writing

- 8 **Portfolio:** Write a paragraph about your house. Include: location, number of rooms & some furniture, something special about it.

4b

Home exchange



A



B



C

Vocabulary

Houses/Interiors

- 1 a. Look at the pictures of different homes. Which is a flat, a cottage or a villa?
 - b. Read the sentences and underline the correct words.
 - 1 Flats are usually in busy/quiet areas.
 - 2 Cottages are usually modern/traditional.
 - 3 Villas are usually cheap/expensive.
 - 4 Cottages usually have small/spacious rooms.
 - 5 Villas are usually attractive/unattractive.
 - c. Describe the homes above. Use the adjectives from Ex. 1b.
- A: This is a villa. It's in a ... area and it's very ... It looks expensive and probably has ... rooms. It's a very attractive house.

Listening

- 2 Listen to Phil and Pat talking about different houses. Where does each person live?

A Stuart C Ray & Liz
B Emma D Ben

Studio apartment ☐ Villa ☐
Cottage ☐ Flat ☐

Reading

- 3 a. What's a Home Exchange? Would you like to stay in someone else's house when you are on holiday?



Home Connection International

The best Home Exchange Organisation in the World!

- Over 10,000 members exchange homes every year through Home Connection International.

Members: Rosa & Pedro Aguilera

Country: Spain

Town/City: Malaga

We've got an attractive villa near Malaga, Spain. We live in a quiet area, but we're only twenty minutes away from the busy tourist centre and the beach. There is a spacious living room, a large fully-fitted kitchen, four bedrooms and two bathrooms. There is also a large garden with a swimming pool. We'd like to exchange for a three-bedroom flat in Barcelona for the winter months.

- b. Listen and read the text and complete the sentences.

- 1 The villa is in a quiet area.
- 2 It's only 20 minutes away from the beach.
- 3 There is a garden and eight rooms.

Speaking

- 4 Student A: You work for Home Connection International. Read the text again and write down the questions you want to ask Rosa and Pedro Aguilera (e.g. name, country, town, etc.). Students B and C: You are Rosa and Pedro Aguilera. Read the text again and be ready to answer Student A's questions.

Home exchange

Objectives/Targets: talking about interiors and different kinds of accommodation

Vocabulary: houses; interiors

Language focus

Grammar: Prepositions of Place, Plurals (Regular and Irregular form)

Language in use: This is a villa. It's in a quiet area and it's very traditional. Is there a wardrobe in your room? Yes, there is. Where exactly? Next to the mirror.

Listening: a conversation between two people talking about different types of accommodation.

Skills involved: listening for specific purposes (multiple matching)

Reading: a home exchange listing

Skills involved: note-taking

Speaking: acting out an interview between a couple and a Home Exchange International employee (role play)

Pronunciation: the /aʊ/ and /oʊ/ sounds

Writing: a home exchange listing for Home Exchange International

Focus ► introducing/practising vocabulary related with homes/interiors

- 1 a. Go through the pictures and present/elicite the types of accommodation. Ask the Ss if there are such types in their own town/city.

Answer Key

A villa B cottage C flat

- b. Read the instructions and explain the task. Allow the Ss some time to complete the task. Go through the words in bold and explain/elicite their meaning. Circulate and provide any necessary help. Check the Ss' answers.
- c. Read the instructions and explain the task. Ask individual Ss to use the adjectives from Ex. 1b and the example as a model and describe the pictures above. Ask individual Ss to report back to the class.

Suggested Answer Key

*This is a villa. It's in a **quiet** area and it's very **modern**. It looks expensive and probably has **spacious** rooms. It's a very attractive house. etc*

- 2 • Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

Pat: Hi Phil, how was Scotland?

Phil: Great, thanks Pat. I went to lots of different places.

Pat: Oh, really?

Phil: Yes – most of my friends have got new houses now. Remember Stuart? Well, he lives in a fantastic villa right next to one of the lakes.

Pat: A villa? Lucky Stuart!

Phil: Yeah. And Emma's got a lovely new flat right in the centre of Edinburgh.

Pat: Oh, nice! Edinburgh's a great place to live. And how are Ray and Liz?

Phil: Oh, fine. They're very happy. They've got a cottage now, out in the country. It's beautiful.

Pat: A cottage in the country? That sounds nice.

Phil: It is. It's only small but it's really pretty.

Pat: And what about Ben?

Phil: Ben? Oh, he's still studying – he hasn't got a new place yet. He still lives in his studio apartment in Glasgow.

- 3 a. **Focus ►** warming up

Invite guesses as to what Home Exchange is. Have a class discussion as to whether they like to stay in someone else's house while on holiday.

- b. **Focus ►** reading a Home Exchange listing

Read the instructions and explain the task. Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers.

- 4 **Focus ►** role-playing based on a text

Read the instructions and explain the task. Allow the Ss some time to prepare themselves for the role play. The Ss complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Focus ► introducing Prepositions of Place

- 5 a. • Present the **prepositions of place**, one by one, on the board. Place your pen on your book and then say: **on**. The Ss repeat, chorally and/or individually. Repeat the same procedure in order to introduce all the **prepositions**.
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
 - Ask the Ss to look at the picture and answer the questions. Then, ask them some questions to familiarise them with the picture.
- e.g. *Is there a fridge in the studio apartment? (Yes, there is.), how many beds are there? (one), etc.*

Answer Key

- 1 The floor is blue.
- 2 There are three paintings and a mirror on the wall.
- 3 There are two windows.

- b. Read the instructions and explain the task. The Ss draw lines and place the objects wherever they like. Then, in pairs, they discuss the picture, as in the example.

Suggested Answer Key

- A: *Is there a carpet in your studio apartment?*
 B: *Yes, there is.*
 A: *Where exactly?*
 B: *In front of the fridge. etc*

Game

Explain the game. Choose a leader to think of a place in the studio apartment where he has hidden the CD. If you wish, have him/her whisper the location to you. Divide the class into two teams, A and B. The teams take turns asking the leader about the location of the CD. Each correct guess wins a point. The team with the most points wins. Keep changing the leaders.

Focus ► Plurals

- 6 • Have individual Ss read the sentences in the box. Ask the class to tell you which nouns are in the **singular** (*cup, cupboard, sink, table*) and which in plural (*cups, knives*). Ask them what helped them decide (*the form of the verb to be, the article a*). Then, the Ss write the missing words.
- Point to the word *cup* and *cups* and elicit the form of the **plural** (by adding **-s** to the noun). Write: *knife - knives*. Elicit how nouns ending in **-fe** form their **plural**. Follow the same procedure with the rest of the spelling rules.
 - Drill your Ss. Provide them with prompts. Individual Ss say the appropriate words.

- e.g. T: *cat*
 S1: *cats*
 T: *wife*
 S2: *wives*
 T: *fax*
 S3: *faxes etc*

- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- 7 Go through the instructions and the examples and explain the task. Ask individual Ss to form sentences using the prompts and the examples as a model. Check the Ss' answers.

Answer Key

- 3 There are two knives. She needs four more knives.
- 4 There aren't any forks. She needs six forks.
- 5 There is one cup. She needs five more cups.
- 6 There is one spoon. She needs five more spoons.

- 8 **Focus ►** identifying and distinguishing between the /əʊ/ and /oʊ/ sounds

- Read the instructions and explain the task.
- Play the cassette/CD. The Ss listen and tick the appropriate phonetic symbol. Check the Ss' answers.
- Play the cassette/CD again. The Ss repeat chorally and/or individually.

- 9 **Focus ►** writing a Home Exchange listing

- Refer your Ss to the listing in Ex. 3a. Explain they have to write a similar listing for *Home Connection International* in their notebooks. Ask them to include information such as the country and the city/town they live in, a short description of their house as well as the type of place they would like to exchange it for.
- The Ss write the listing as written homework.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

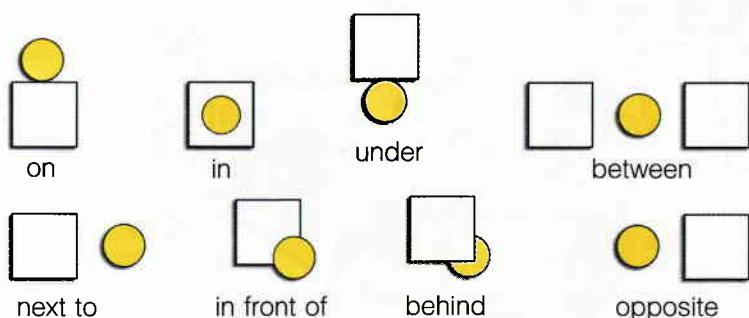
Optional Reinforcement & Extension Activities

- 1 Choose a student and describe his/her location to the rest of the class. e.g. *This student is sitting behind Ben and between Chrissy and Joel*. The student who is being described must stand up and take the next turn.
- 2 Ss prepare a poster with different types of houses found in their country as well as a short description of them. Ask the Ss to use Ex. 1c as a model.

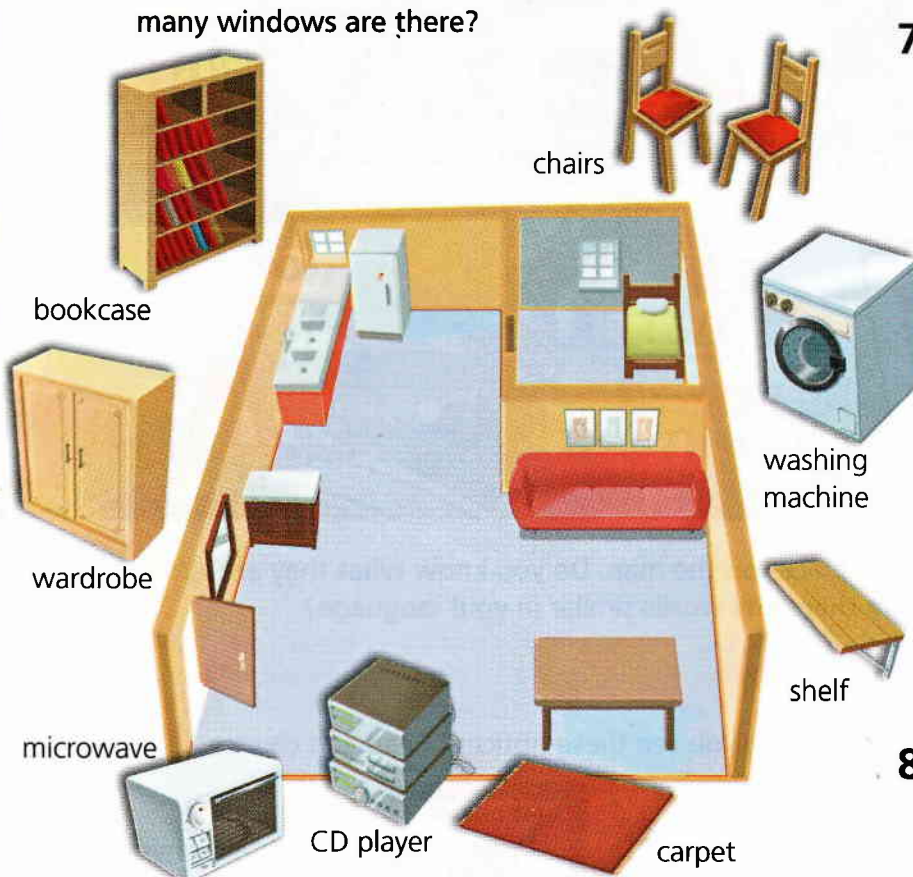
Exploring Grammar

► Prepositions of place

Grammar Reference



- 5 a. Look at the picture of the studio apartment. What colour is the floor? What is there on the wall? How many windows are there?



- b. What's the best place for the objects? Draw lines and talk with your partner.

A: Is there a wardrobe in your studio apartment?
B: Yes, there is.

A: Where exactly?
B: Next to the mirror.



Hide a CD somewhere in the studio apartment. The rest of the class try to guess where it is.

Team A S1: Is it on the fridge? Team B S1: Is it under the table?
Leader: No, it isn't. Leader: Yes, it is.

► Plurals

Grammar Reference

There is a cup in the cupboard.
There are some cups in the sink.
Are there any knives on the table?
Yes, there are./No, there aren't.

- 6 Read the examples above and write the words in plural.

cup – cups
glass – glasses
knife – knives

- 7 Katy is having a house-warming party for six people tonight. Here's what's already on her table.

1 plate = 4 4 fork = 0
2 glass = 0 5 cup = 1
3 knife = 2 6 spoon = 1

- What else does Katy need? Read and say.

- 1 There are four plates. She needs two more plates.
2 There aren't any glasses. She needs six glasses.

Pronunciation

► /æ/ and /ʊ/

- 8 Listen and tick (✓). Then, listen and repeat.

	/æ/	/ʊ/
towel	✓	
sofa		✓
house	✓	
go		✓
town	✓	

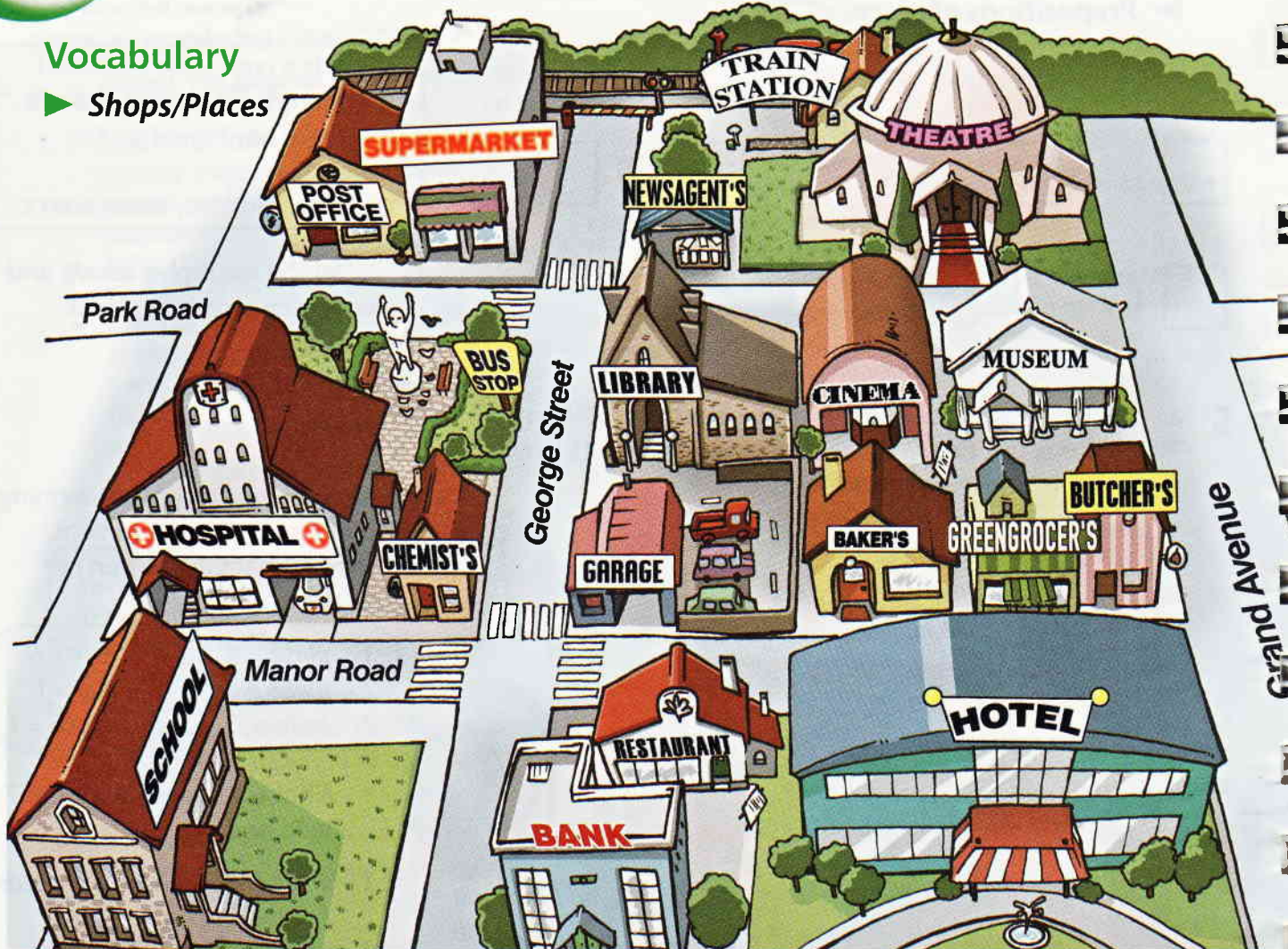
Writing

- 9 Portfolio: You want to exchange your house for a month in the summer. Send a description of your house to Home Connection International.

A new neighbourhood

Vocabulary

► Shops/Places



- 1 In pairs, look at the shops and the places on the map. Do you know what they are? You can use your dictionaries to help you. Are there any words similar in your language?

Reading

- 2 Look at the places on the map. Where can you see these notices? Read and choose.

1



- A in a butcher's
B in a newsagent's
☒ C in a restaurant

2



- A at a chemist's
B at a post office
☒ C at a museum

3



- A in a chemist's
☒ B in a greengrocer's
C in a garage

4



- A in a butcher's
B in a park
☒ C in a bank

5



- ☒ A at a train station
B in a baker's
C in a restaurant

6



- ☒ A in a library
B in a park
C at a supermarket

A new neighbourhood

Objectives/Targets: talking about shops/places; asking for and giving directions

Vocabulary: shops and places; helpful phrases for giving directions

Language focus

Language in use: Is there a ... near here? How do I get to the ... from here?

Listening: a dialogue between a couple talking about their new home

Skills involved: listening for specific information

Reading: notices

Skills involved: reading for gist

Everyday English: giving directions

Speaking: talking about their neighbourhood (pair work)

1 **Focus ►** introducing vocabulary related to shops and places

Read the instructions and explain the task. Tell your Ss that they can use their dictionaries, if they need help with the meaning of some of the words. The Ss, in pairs, work together and complete the task. Circulate and provide any necessary help. Then, have a discussion as to the similarities and differences between the English words and the corresponding words in the Ss' mother tongue.

Ss' own answers

2 **Focus ►** reading notices connected with places/shops

Read the instructions and explain the task. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

3 **Focus ►** practising words related to giving directions

Go through the instructions and the questions eliciting/presenting the words in bold at the same time. Allow the Ss some time to look at the map and answer the questions. Check the Ss' answers.

Suggested Answer Key

- 1 You turn right.
- 2 You take the first turning on the right.
- 3 You go along Manor Road.
- 4 The school.

Focus ► asking for/giving directions

- 4 a. • Ask, then write on the board: *Is there a hotel near here?* Then, ask and write on the board: *How do I get to the ... from here?* Elicit the answer. Follow the same procedure to present the rest of the expressions. The Ss read the dialogues and fill in the gaps, using the expressions from the *Giving directions* box above.
 - Play the cassette/CD, twice if necessary. The Ss listen and check their answers.
- b. Refer your Ss to the map on page 40. Read through the rubric and explain the task. The Ss, in pairs, use the prompts and the useful language from the *Giving directions* box, act out exchanges similar to those in Ex. 4a, and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

Suggested Answer Key

- S1: *Excuse me, how do I get to the baker's?*
 S2: *Walk along George Street and take the first turning on your left into Manor Road.*
 S1: *Thanks a lot.*
 S2: *The baker's is on the left opposite the Hotel. You can't miss it! etc*

5 a. **Focus ►** setting the scene

- Focus the Ss' attention on the picture illustrating the exercise. Read through the sentences and ask individual Ss to tell you what they think the dialogue is about.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers.

b. **Focus ►** a dialogue about moving into a new house

Read the instructions and explain the task. The Ss read through the dialogue and underline the reasons why Andy and Donna like their new house. Circulate and provide any necessary help. Check the Ss' answers.

c. **Focus ►** oral reproduction

Refer your Ss to the sentences in Ex. 5a. Read through the instructions and explain the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

Don't worry, it's the last box.
Oh, Andy! I love this house.
Hmm, I know, but it's worth it.

Extension

Read sentences from the dialogue. Ask individual Ss to tell the class which person said them, Andy or Donna?

6 **Focus ►** role play

Read the instructions and explain the task. The Ss, in pairs, complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Optional Reinforcement & Extension Activities

Divide the class into two teams, A and B. S1 team A begins by miming an action that could happen in one of the buildings presented. Award points for each correct guess.

e.g. S1 Team A: *Where am I?* (mimes putting petrol in car)

S1 Team B: *You're at the garage!*

T: *One point for team B!*

3 Look at the map and answer the questions.

- 1 You are at the theatre. Do you **turn left** or **right** to get to the supermarket?
- 2 You are at the bank. Do you **take the first turning on your left** or **right** to get to the baker's?
- 3 You are at the chemist's. Do you **go along** *Manor Road* or *Park Road* to get to the restaurant?
- 4 You are outside the hospital. What's **opposite** you?

Everyday English

► Giving directions

Asking for directions

Is there a ... near here?
How do I get to the ... from here?
Can you tell me the way to the ...?

Giving directions

Walk along .../Walk past ...
Take the first/second turning on the left/right
Turn left/right into ...
It's on the corner of ... and ...
It's on your left/right.

4 a Read and complete the dialogue. Then, listen and check your answers.

- A: Excuse me, is there a bank **near here**?
B: Yes, there's one on George Street.
A: How **do I get** to George Street from here?
B: Go along Park Road and take the first turning on your right.
A: Thanks a lot.
B: The bank's on the **left**, opposite the school. You can't miss it!

- b. **Portfolio:** You are at the bus stop. In pairs, use the prompts and the useful language to act out similar exchanges. Record your dialogues.

• baker's • post office

Listening

5 a Look at the picture and read the sentences below. What do you think the dialogue is about? Listen and check your answers.

- Oh, my back is killing me!
- Home sweet home.
- The only thing is, it's a bit expensive around here.

- b. Read the dialogue and underline the reasons that Andy and Donna like their new house.



Andy: Oh, my back is killing me!

Donna: Don't worry, it's the last box. We're finally in our new home!

Andy: Thank goodness! Home sweet home.

Donna: Oh, Andy! I love this house! It's much better than our old one.

Andy: Yes, it's great. It's in a nice neighbourhood, too.

Donna: And it's perfect for the kids. There's a park right opposite us and the school's just down the road.

Andy: The only thing is, it's a bit expensive around here.

Donna: Hmm, I know, but it's worth it. We've got a pretty good lifestyle here. We're very lucky.

Andy: Let's celebrate ... put the kettle on Donna, it's time for tea!

- c. Look at Ex. 5a. Say what the other speaker says.

Speaking

- 6 Your friend wants to move into your neighbourhood. Answer his/her questions: What kind of shops are there? Are there any parks/schools? Is it an expensive or a cheap area?

Writing (a fax message)

- 1 Read the fax message. Which is Monica's new house: a, b, c or d?

To: Simon Miles
From: Monica Adams
Fax Number: 567 892 3453

Simon,

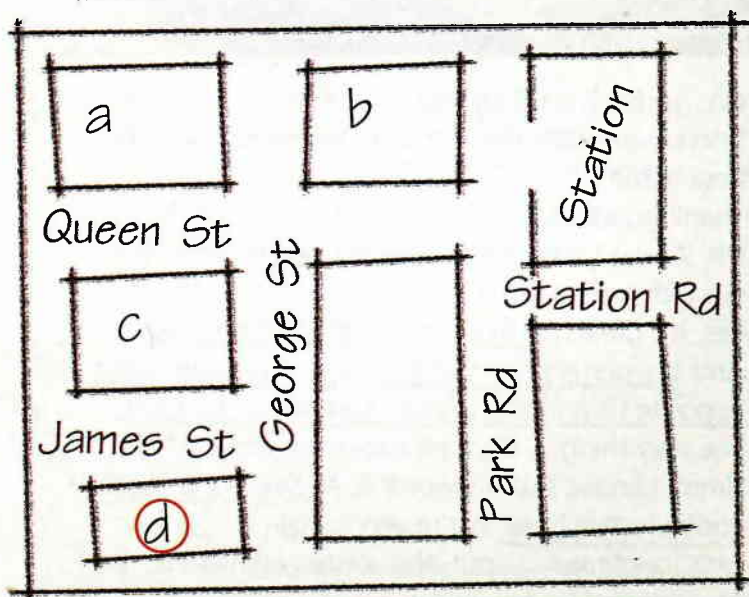
I'm so pleased you can come on Sunday. Here are the directions to my new house.

Come out of the station and turn left. Walk along Park Road and take the first turning on your right into Queen Street. Turn left again into George Street. Then, walk along George Street and take the first turning on your right into James Street. My house is on the left, opposite the cinema.

Don't get lost! Just phone me if there's a problem.

See you soon.

Monica



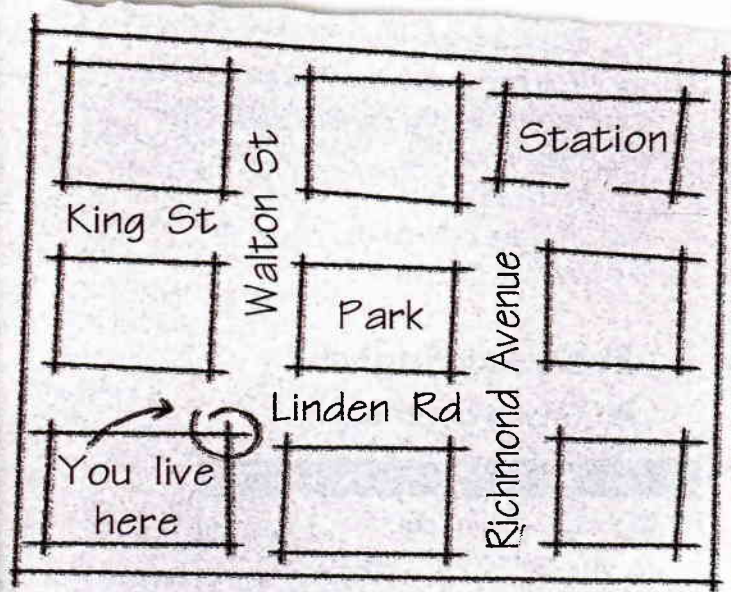
- 2 Read the fax message again and put the headings in the right order.

- a closing remarks
- b directions
- c reason for sending the fax
- d map of the area

- 3
- 2
- 1
- 4

Discuss & Write

- 3 Look at the map. In pairs, find two ways to get to your house from the station. Then, tell the class.



Study skills

Plans, Diagrams

When giving directions, it is a good idea to draw a plan, a diagram, a map, etc before we start writing. In this way we can write about what we can see.

- 4 A friend is coming to see you on Saturday. Send him/her a fax message telling him/her how to get to your house from the station. You can use the map above or your own. Include: directions, map of the area.

COM+ EDDY

How's your English? Read along:
woof, roof, loof, shoof, woof,
roof, loof, poof, woof, woof,
hoof, woof, roof, shoof.

Test results: u r a good dog, COM.
Now stop barking!

Getting there!

Objectives/Targets: writing fax messages; giving directions in writing; following directions

Writing: a fax message giving directions

Speaking: giving directions (pair work; problem solving activity)

1 **Focus ►** identifying locations on a map

Go through the fax message and the map and elicit any unknown vocabulary. Explain to your Ss that they have to follow the instructions in the fax message in order to find Monica's new house. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

2 **Focus ►** identifying genre structure

Refer your Ss to the fax message and explain that fax messages, just like letters, have a specific order in their writing. Go through the instructions and phrases a-d, and elicit any unknown vocabulary. Allow the Ss some time to read through the fax message again and complete the task. Check the Ss' answers.

3 **Focus ►** generating ideas

Ask the Ss to look at the map in Ex. 3. Read through the rubric and explain the task. The Ss, in pairs, discuss and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

Come out of the Station and turn right. Walk along King Street and take the second turning on your left into Walton Street. My house is on the right at the end of the street. etc

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through the box and explain that it is easier to write about something we can see in front of us, rather than about something that exists only in our heads. Advise them to use a plan or a diagram whenever they have to give directions, orally or in writing.

4 **Focus ►** writing a fax message

- Read through the instructions and explain the task. Invite some Ss to use some of their own ideas and the fax message (Ex. 1) as a model, in order to produce a similar text, orally in class.
- The Ss write the fax message as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask the Ss to draw a map of their home area. The Ss, in pairs, use their maps, in order to give instructions on how to get to each other's houses. Circulate and provide any necessary help.
- 2 Prepare a map of the area around your school. Draw a route of how to get to school from a specific point on the map. Pin it up on a wall. The Ss use this map to prepare a fax for someone to get to school.

Art & Design

Objectives/Targets: talking about shapes of buildings and how it affects customers

Reading: a short text describing the ways one can design a building in order to attract the customers' attention to a product.

Skills involved: reading for specific purposes, identifying information.

Writing: designing a building to attract customers (project)

1 **Focus ►** introducing vocabulary related to buildings and their purposes

Refer your Ss to the pictures on page 43, and ask them to describe the buildings. What do they think these buildings are? Read through the instructions and allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

2 **Focus ►** reading for specific information

Go through the instructions and explain the task. Tell your Ss that these buildings are clever ways of attracting customers' attention. Ask them to go through the text and identify three things one can do in order to attract customers. Allow the Ss some time to complete the task. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

Paint the building in bright colours.

Build it in a funny shape.

Put a funny sign on the building. etc

3 **Focus ►** designing a building to attract customers

- Go through the rubric with your Ss and explain the task. Tell your Ss they have to brainstorm and decide upon one thing they would like to sell. Then, ask them to design a building that could attract customers. Tell them to be as inventive as they wish.
- Assign the design of the building as written homework. Display their work.

Note: The Ss file their designs in their *Language Portfolio*. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

Ask the Ss to go around their neighbourhood or city centre and find a shop that has caught their attention. If they have a camera, it would be nice to take a picture of it. Then, they bring the picture to class and say what it is about this shop that has caught their attention. (e.g. colour, shape, etc.).

Additional Materials

Word Perfect 4, 5, p. 118

Grammar Check, Exs 1-4, p. 125

Reading

- 1 Look at the pictures. Which building is a: *café*, *petrol station*, *chemist's*, *a basket company*?
- 2 Read and name three things you can do to a building to attract customers.

In Good Shape!

One way to attract customers is to build a shop that makes people look twice!

Some buildings have got bright colours, others have got strange shapes or funny signs. These buildings in the USA can put a smile on most people's faces. Which is your favourite?

- 3 **Portfolio:** Think of something you would like to sell. Design a building to attract customers.

A



basket company

B



chemist's

C



petrol station

D



café

Self-Assessment

MODULE 2

Vocabulary

1 Use the words below to complete the sentences.

- reporter • walk • library • pilot
- newsagent's • do • museum • bank
- shelf • busy

- I **walk** the dog every afternoon.
- I never have any time during the week to **do** the shopping.
- Every morning, Jack stops at the **newsagent's** to buy the paper.
- I would like to buy a **shelf**, please. I need one for all my books.
- Steve wants to be a **pilot** so he can fly all over the world.
- I go to the **museum** every Saturday. I love looking at Picasso's work.
- My street is very **busy**. I can't sleep at night.
- Can you tell me where the **library** is? I want to get a book to read.
- My aunt is a **reporter**. She works for the BBC and she's on TV every night.
- I have no money left! What time does the **bank** close?

(20 marks)

2 Choose the correct item.

- Janet is a nurse and works at St. Mary's
☒ A hospital B hotel
 C post office
- There is a double in the kitchen.
 A coffee table B bed ☒ C sink
- My dad is a teacher. He works in a
 A theatre B garage
☒ C school
- Can you get me a kilo of meat and some sausages at the ?
☒ A butcher's B chemist's
 C baker's

- There are two bed-side tables and a in the bedroom.

☒ A dressing table B sofa
 C microwave

- We eat at the Chinese in Maple Street every month.

A supermarket B greengrocer's
☒ C restaurant

(12 marks)

Grammar

3 Put the words in the correct order.

- History/10:30/at/I/on/have/always/
 Mondays
I always have History on Mondays at 10:30.
- usually/What/weekends/do/the/at/do/you
What do you usually do at the weekends?
- homework/night/never/does/Diane/at/her
Diane never does her homework at night.
- long/She/hours/doesn't/often/work
She doesn't often work long hours.
- park/rarely/Mary/the/in/jogging/goes
Mary rarely goes jogging in the park.

(10 marks)

4 Circle the correct word.

- Gary doesn't/don't want to work long hours.
- There is a swimming pool next/behind the house.
- Do you like travel/travelling to different countries?
- There are five plate/plates on the table. We need one more.
- Are there/Is there a bedroom and a bathroom upstairs?
- Does he work in a restaurant? Yes, he works/does.
- There are four knives/knifes on the table.
- The train station is opposite/between the baker's.
- These glass/glasses in the sink are dirty.
- Mary doesn't eat fish/fishes.

(20 marks)

Communication

5 Use the words/phrases to complete the dialogues.

- Can you tell me • Take the first turning
- between

A: Excuse me! 1) **Can you tell me** the way to the train station?

B: Of course. 2) **Take the first turning** on the left. It's 3) **between** the hotel and the restaurant on Kent Road.

A: Thanks a lot!

- o'clock • What time • Half past • noon

A: 4) **What time** do you get up Philip?

B: 5) **Half past** seven.

A: And do you have a lunch break at 6) **noon**?

B: Actually, around one 7) **o'clock**.

A: Let's have lunch then!

(14 marks)

Listening

6 You are going to hear four conversations. For questions 1-4, put a tick (✓) under the correct answer.

1 What time can Susie go to the cinema?



A ☒

B ☐

C ☐

2 Which house does the woman want?



A ☐

B ☐

C ☒

3 What subject does Kelly have now?



A ☐

B ☐

C ☒

4 What does Peter want to be?



A ☒

B ☐

C ☐

(For transcript see p. 152T)

(12 marks)

Reading & Writing

7 Read and complete the job ad. Write ONE word for each space.

I'm 1) **a** 19 year-old-student and I 2) **live** in the central London area. I know the down town area really 3) **well**. I 4) **can** ride a motorbike and I'm good 5) **at** working with people. I can work evenings and I don't 6) **mind** working weekends.

Please phone Steven Edwards: 207495 3101

(12 marks)

(Total = 100 marks)

NOW I can...

- talk about daily routine
- talk about school subjects and timetables
- tell the time
- talk about jobs
- describe houses, rooms and things in them
- talk about location
- write job ads/fax messages

... in English!

Across the Curriculum 2

CITIZENSHIP

FIREFIGHTERS: People who help us

Fighting fires is just one part of a firefighter's daily routine. Firefighters also educate people on fire safety. They give talks and demonstrations to groups in the community. Firefighters also respond to emergency calls. This involves rescuing people and animals from dangerous situations.



Firefighters need to:

- ... follow instructions.
- ... be very fit.
- ... react quickly.
- ... work in a team.
- ... keep calm in dangerous situations.
- ... be brave.

1 What do firefighters do? Read and say. Which of the qualities is most important to you? Rank them in order of importance by writing a number (1-6) before them.

2 Can you think of any other people who help our community? Choose two and write their qualities.

Songsheet 2

1 Listen and name six things the singer can do in her room.

A room of your OWN

*Your room is your castle
Your palace, your space
There's nowhere quite like it
There's no other place!*

*There's nothing quite like
A room of your own
You can talk with your friends
Or sit there alone!*

*You can lie in your bed
And read all day long
Or put on some music
And sing a nice song!*

*When it's time to relax
Or study, or chat
Your room is the best place
To do all of that!*

2 What kinds of things do you do in your room? Talk with your friend.

3 Explain these sayings. Are there similar sayings in your language?

- An Englishman's home is his castle.
- There's no place like home.
- Home is where the heart is.

Across the Curriculum 2 (Citizenship)

Firefighters: People who help us

Aims: familiarising the Ss with the multi-faceted task of being a firefighter; making the Ss aware of people who work for the benefit of their community

Vocabulary: words related to the firefighting profession

1 **Focus ►** finding out information about firefighters

- Focus the Ss' attention on the picture illustrating the exercise. Read the title and ask individual Ss to describe the picture. Do they know any firefighters? Would they like to be one? Why? What characteristics or qualities do they think a firefighter should have? Have a class discussion.
- Read the instructions and explain the task. Allow the Ss some time to read through the text. Ask individual Ss to report back to the class.
- The Ss read again and prioritise the qualities according to their judgement. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

2 **Focus ►** talking and writing about people who help their community

- Read the instructions and explain the task. Do the Ss know any other people who help their community? What do they do? Why do they consider these professions important? Have a class discussion.
- The Ss choose two of the professions mentioned above and write a list of the qualities they think those professions require you to have. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

Songsheet 2 – A room of your own

Aims: talking about people's rooms and what they mean to them.

1 **Focus ►** intensive listening for specific information

- Focus the Ss' attention on the picture illustrating the exercise. Ask individual Ss to describe the picture. Have they got their own room? How do they spend their time there? What is so special about their room? Have a class discussion.
- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers.

2 **Focus ►** personalising

Read the instructions and explain the task. The Ss, in pairs, discuss and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers.

3 **Focus ►** learning English proverbs, contrastive teaching

Read the instructions and the sayings and explain the task. Are the Ss familiar with these proverbs? What do they mean? Are there similar proverbs in their language? Have a class discussion.

Suggested Answer Key

- *Each person is a king in his/her own house. Nobody can tell you what to do in your own home.*
- *However humble or small your home may be, nothing can compare to it.*
- *You feel at home when you are with the people you love in a place that you love.*

Module 3 (Units 5 & 6): Eat, Drink and Enjoy!

► Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the previous module. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

► Look at Module 3

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. Use the pictures illustrating the page in order to raise their interest in the module. In pairs, the Ss locate the page numbers of the above visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

Pic. 1 (p. 48)

T: What page is picture 1 from?

S1: It's from page 48.

T: What do you think the unit is about?

S2: Food

T: What else can you see on page 48?

S2: A menu. etc

Pic. 2 (p. 57)

T: What page is picture 2 from? What can you see in picture 2? Where is this man from? How do you know? What else can you see on page 57? etc

Pic. 3 (p. 58)

T: What page is picture 3 from? What is this woman doing? What else can you see on the same page? Which of these sports do you enjoy? etc

Pic. 4 (p. 63)

T: What page is picture 4 from? Where is this building? Have you ever visited New York? Can you describe the picture? etc

► Find the unit and page number(s) for

Read the phrases and explain to the Ss what they mean. Then, go through the module and find the corresponding page numbers. Have a class discussion.

A menu (Unit 5a, p. 48)

T: On which page can you find a menu?

S1: On page 48.

T: What's the name of the restaurant?

S2: The Mad Hatter.

T: Do you know from which children's book the name comes from?

S3: Alice in Wonderland.

T: What else can you see on page 48? etc

A magazine article (Unit 5c, p. 53 – Unit 6b, p. 59)

Where can you find magazine articles? What are they about? In what kind of magazines can you find each one of them? Why would you ever buy such magazines? What kind of magazines do you usually buy? etc

A recipe (Unit 5c, p. 52 – Unit 5d, p. 54)

Where can you find recipes? Do you think they are helpful? Do you like cooking? What is your favourite dish? What else can you see on these pages? etc

A song (Unit 6a, p. 56)

What do you think this song is about? Do you think that the weather changes the way we feel? What else can you see on page 56? etc

A cartoon strip (Unit 6a, p. 57)

Where can you find a cartoon strip? Where do you usually find cartoon strips? What is this one about? What can you see in the pictures? etc

A letter (Unit 6d, p. 62)

Do you like writing letters? Do you prefer them to e-mails? What other ways are there to communicate with people? What else can you see on page 62? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units, they will know how to perform all of the listed tasks. (For an analytical breakdown of the aims and objectives of the module, see Programme p. VIII)

Eat, Drink and Enjoy!

Module 3 (Units 5 & 6)

► Before you start

- What do you usually do at the weekend?
- What do you want to be? Why?
- What's in your room?
- What kind of shops are in your neighbourhood?

► Look at Module 3

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|----------------------|--------------------------|--------------------------|
| • menus | <input type="checkbox"/> | <input type="checkbox"/> |
| • a magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • a recipe | <input type="checkbox"/> | <input type="checkbox"/> |
| • a song | <input type="checkbox"/> | <input type="checkbox"/> |
| • a cartoon strip | <input type="checkbox"/> | <input type="checkbox"/> |
| • a letter | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

- star signs and food
- food containers and utensils
- Simon and Paula preparing their shopping list
- preparing food
- weather and seasons
- how the weather affects our feelings
- the weather in England
- seasonal activities
- The Bancroft Arnesen Expedition
- clothes

► learn how to ...

- express food preferences
- order food
- give advice on cooking
- give cooking instructions
- talk about the weather and how it makes us feel
- describe actions happening at the time of speaking
- talk about activities
- talk about clothes
- compare things



► practise ...

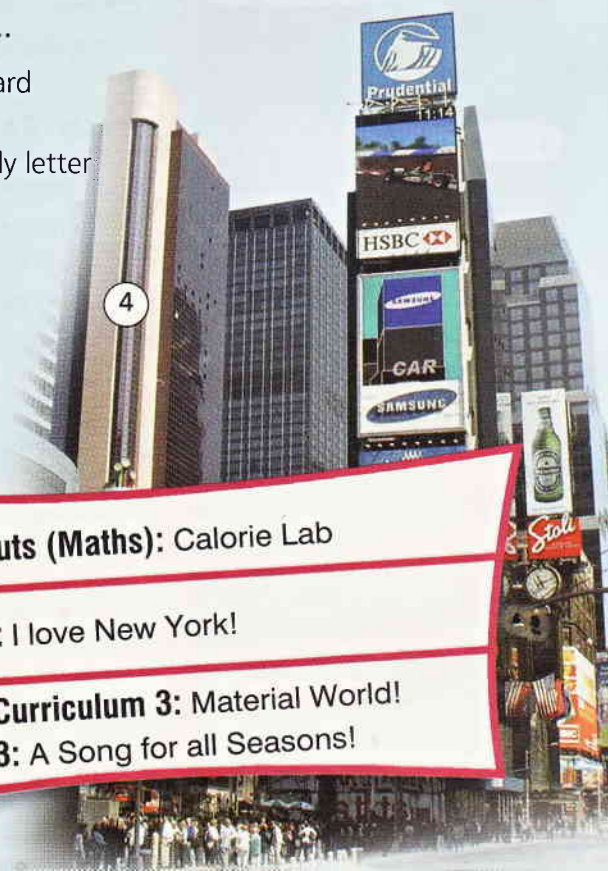
- countable/uncountable nouns
- some/any
- much/many/a lot of
- present continuous
- comparatives

► do a project about ...

- your favourite three-course meal (a star menu)
- shopping (a shopping list)
- family activities (a poster)

► write ...

- a postcard
- a recipe
- a friendly letter



Curricular Cuts (Maths): Calorie Lab

Culture Clip: I love New York!

Across the Curriculum 3: Material World!
Songsheet 3: A Song for all Seasons!

Vocabulary

► Food/Drink items

- 1 a. Here are some food/drink items that are similar in many languages. How do you say them in your language?

• bananas • biscuits • burgers • cakes • chilli • soup
• chocolate • coffee • cola • croissants • hot-dogs
• lemonade • milkshake • pizza • salad • sandwiches

- b. What's your taste? Tell your friend.

A: I love burgers, but I hate soup. What about you?

B: Well, I love ...

- 2 Which of the food items below can you find on the menu? Read and label the pictures.

Listening

- 3 a. What are Daniel and Jessica having? Listen and write a *D* for Daniel and a *J* for Jessica on the menu.

- b. In pairs, ask and answer.

A: What starter are you having?

B: I like vegetables, so I'm having the chicken salad. What about you?

A: I fancy the Mad Hatter's Mix.

Mad Hatter's

R e s t a u r a n t

Starters

- ☐ Chicken salad (chicken, lettuce, tomatoes, cucumber, olive oil)
☒ Mad Hatter's Mix (sausage, beef, lamb)

*All served with fresh bread rolls and butter.

Main Courses

- ☐ Vegetarian pizza (green pepper, onions, cheese)
☐ Stir-fry rice (rice, mushrooms, egg, peas, peanuts)
☒ Steak (served with potatoes and carrots)
☐ Mad Hatter's pasta (pasta, cream sauce, garlic)

Desserts

- ☐ Cheesecake
☒ Chocolate mousse
☐ Ice cream
☐ Fruit salad (apple, strawberries, orange, cherries)

1 cucumber

2 strawberries

3 green peppers

4 potatoes

5 cheese

6 egg

8 cherries

7 olive oil

9 chicken

10 lettuce

11 onions

12 garlic

13 mushrooms

14 sausage

A matter of taste

Objectives/Targets: talking about food and star signs

Vocabulary: star signs; food related words

Language focus

Language in use: I love burgers, but I hate soup. What starter are you having? I like vegetables, so I'm having the chicken salad; I'm Cancer. I do like 'comfort food' such as bread and cheese. I think I'm a typical Water sign.

Listening: two friends deciding on what to order in a restaurant

Skills involved: intensive listening for specific information

Reading: about people's star signs and their typical food preferences

Skills involved: reading for specific information (reading for gist; sentence completion)

Speaking: talking about their star signs' typical food preferences (monologue)

Writing: a star sign menu according to their own star sign

Focus ► introducing/practising vocabulary related to food and drink

- 1 a. Read the instructions and explain the task. Go through the food/drink items and elicit their meaning and their similarities/differences with the equivalent words in their native tongue. As an extension, you can ask the Ss for other food/drink items that sound similar in their mother tongue.
- b. Read the instructions and explain the task. The Ss, in pairs, ask and answer, using the prompts from Ex. 1a and the example as a model. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: I love lemonade, but I hate chocolate. What about you?
B: Well, I love hot-dogs, but I hate salad.

- 2 • Point to and present/elicite the items 1-14 one at a time. Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to read the menu and label the pictures. Check the Ss' answers.

Variation

Alternatively, you can ask your Ss to check their answers with their partners first.

- 3 a. **Focus ►** listening to two people deciding on what to order

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

Jessica: What are you having for Starter, Daniel?

Daniel: I like meat, so I'm having the Mad Hatter's Mix. What about you?

Jessica: Hmm, I fancy the chicken salad.

Daniel: And what are you having for Main Course?

Jessica: Erm, The vegetarian pizza sounds good ... Oh, no ... it's got onions ... I don't like them. I think I'd like the stir-fry rice. And you?

Daniel: I'm having the steak.

Jessica: Steak? Ha! You do like meat, don't you? ... And for dessert I'm having the fruit salad.

Daniel: Well, I'm having the chocolate mousse – they haven't got a dessert with meat in it! Ha, ha!

Jessica: Waiter, we'd like to order now ...

- b. **Focus ►** deciding on what to order

Ask two Ss to act out the exchange and explain the task. The Ss, in pairs, ask and answer using the menu and the example exchange as a model. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What main course are you having?
B: I like meat, so I'm having the steak. What about you?
A: I fancy the stir-fry rice.
A: What dessert are you having?
B: I like fruit so I'm having the fruit salad. What about you?
A: I fancy the chocolate mousse. etc

4 **Focus ►** familiarising the Ss with star signs

Focus the Ss' attention on the text on page 49. Read the instructions and explain the task. The Ss read the first sentence of each paragraph and complete the task. Have a class discussion.

Ss' own answers

Note: Here are the star signs in case your Ss do not know theirs.

Taurus (April 20 - May 21)

Gemini (May 22 - June 21)

Cancer (June 22 - July 22)

Leo (July 23 - August 23)

Virgo (August 24 - September 23)

Libra (September 24 - October 23)

Scorpio (October 24 - November 22)

Sagittarius (November 23 - December 21)

Capricorn (December 22 - January 20)

Aquarius (January 21 - February 18)

Pisces (February 19 - March 20)

Aries (March 21 - April 19)

Variation

You can use the text for jigsaw reading. Divide the class into four groups and assign an element to each group. Each group keeps notes under the following headings: Star Sign, Eating habits. Then, the Ss find a partner from the other three groups and use their notes to tell them about their element.

Focus ► reading for specific information

- 5 • Read the instructions and explain the task.
- Play the cassette/CD. The Ss listen and follow in their books to find out what kind of food the Water/Earth/Fire/Air signs like.

Suggested Answer Key

Water signs like bread, biscuits, pasta, cheese, peanut butter and ice cream.

Earth signs like steak, pasta with cream sauce, cheesecake, chocolate mousse and French cheeses.

Fire signs like hot and spicy food, such as peppers, chilli and garlic.

Air signs like fruit, vegetables, nuts, sandwiches and energy bars.

- 6 • Read the instructions and explain the task.
- Point to the words in bold and elicit/present their meaning. Allow the Ss some time to complete the sentences, using the words in bold from the text. Check the Ss' answers.
- Ask individual Ss to use the words in bold to make their own sentences. Then, individual Ss read out from the text.

7 **Focus ►** personalisation, talking about their star sign and their food preferences

Focus the Ss' attention on the text on page 49. Read the instructions and explain the task. Allow the Ss some time to read the text silently and find out if they are typical of their star sign. Then, the Ss report back to the class.

Suggested Answer Key

I'm Gemini. I don't like 'light food' such as fruit and vegetables. I don't think I am a typical Air sign.

I'm Capricorn. I do like 'expensive things' such as chocolate mousse and French cheeses. I think I'm a typical Earth sign.

8 **Focus ►** writing a star sign menu

- Go through the instructions and explain the task.
- Invite some Ss to use some of their own ideas and the menu on p.48 as a model and produce a similar text orally in class.
- The Ss write the menu as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Tell the Ss that their friend is coming over for dinner and they have to prepare a three-course meal for him/her according to his/her star sign. When they prepare the menu, they show it to their partner and check if the choice of meals was appropriate. Provide any necessary help with the vocabulary.
- 2 Ask the Ss to bring in menus from their favourite restaurants. The Ss, in pairs, have a short conversation similar to the one in Ex. 3b.
- 3 Ask the Ss to interview family members, friends, etc. about their food preferences and check if they are typical of their star signs and report their findings to the class.



STAR SIGNS and food

Water

The Water signs (Cancer, Scorpio, Pisces) are romantic and sensitive. They like 'comfort food', **such as** bread, biscuits, pasta, cheese, peanut butter and ice cream. Water signs like to **share** their favourite food with others, and when they're feeling sad, they **turn to** these foods for comfort.

Earth

The Earth signs (Taurus, Virgo, Capricorn) love their food – in fact, they adore it! Earth signs are practical, but they like the expensive things in life. They like steak, pasta with cream sauce, cheesecake, chocolate mousse and French cheeses. No **fast food** for Earth signs!


Fire

The Fire signs (Aries, Leo, Sagittarius) are lively and full of energy. It's no surprise that they are very daring when it comes to food. They love anything **hot and spicy**, such as peppers, chilli, garlic – the hotter, the better! No rice or pasta for fire signs. They like to **try** food with a fiery flavour, such as Indian, Mexican or Thai food.

Air

The Air signs (Gemini, Libra, Aquarius) are sociable and hard-working. These signs like food that is light, quick and easy. Fruit, vegetables, nuts, sandwiches and energy bars are favourites because they're healthy and easy to **carry around**. No long, relaxing dinners for these people!

Reading

- 4 What's your star sign in English? What element (Water, Earth, Fire, Air) are you? Read the first sentence from each paragraph and find out.
- 5  What kind of food do the Water/Earth/Fire/Air signs like? Listen and read and say.
- 6 Complete the sentences, using the words in bold from the text. Then, use the word(s) to make your own sentences.
 - 1 When I'm in a bad mood I always **turn to** chocolate to cheer me up!
 - 2 I always take sandwiches to school because they're easy to **carry around**.
 - 3 This cake is delicious. Do you want to **try** some?
 - 4 I like Italian food **such as** pizza and pasta.

- 5 My son likes **fast food** such as burgers and chips.
- 6 This pizza is too much for me. Do you want to **share** it?
- 7 There's a lot of garlic and chilli in the soup. It's very **hot and spicy**.

Speaking

- 7 Are you typical of your star sign? Read the paragraph about your element again and say.
I'm Cancer. I do like 'comfort food' such as bread and cheese. I think I'm a typical Water sign.

Writing (a menu)

- 8 Make your star menu. Include:
 - your star sign
 - your favourite starter, main course and dessert

What's on the list?



- 1 a loaf of bread
- 2 a jar of jam
- 3 a piece of cake
- 4 a bar of chocolate
- 5 a cup of tea
- 6 a carton of milk
- 7 a packet of cereal
- 8 a bottle of cola
- 9 a glass of orange juice
- 10 a tin of peas



Vocabulary

Food Containers/Utensils

- 1 a. Look at the pictures and complete the phrases with: *cup, glass, bottle, piece, loaf, bar, carton, tin, packet, jar.*
- b. In pairs, ask your partner for two things: to make breakfast with, to take to school, to have as a snack.

A: Can I have a loaf of bread and a jar of jam, please?

B: Yes, certainly. Here you are.

- 2 Look, read and complete the sentences.

tin opener



cheese grater



frying pan



saucepan



- 1 I've got the cheese, but where's the *cheese grater*?
- 2 Can you pass me the *tin opener*, please? I want to open this tin of tuna.
- 3 Let's have some fried eggs. Where's the *frying pan*?
- 4 Put some water in the *saucepan* to make the pasta.

GAME

Say a food/drink item. The student next to you continues with another word beginning with the last letter of your word.

S1: egg

S2: garlic etc.

Pronunciation

/ə/

- 3 Listen and repeat.

a slice of bread

a jar of mayonnaise

a packet of flour

a bottle of water

Exploring Grammar

Countable/Uncountable Nouns

Grammar Reference

There is **a** tomato in the fridge.
There are **two/some** tomatoes in the bag.
There is **some** bread on the table.
There are **two loaves** of bread in the trolley.
Is there **any** coffee in the cupboard?
There aren't **any** bananas left.

- 4 Read the examples above and fill in.

- 1 We use **a** with singular countable nouns.
- 2 We use **some/any** with countable and uncountable nouns.

What's on the list?

Objectives/Targets: talking about food and utensils; ordering food

Vocabulary: food containers; utensils

Language focus

Grammar: Countable/Uncountable nouns, (a/an, some and any)

Language in use: Can I have a loaf of bread and a jar of jam, please?; I'd like a chicken burger and some chips, please? How much is it? That's £2.20.

Listening: a dialogue between two people talking about what there is for breakfast

Skills involved: inferring

Reading: a dialogue between two people about what there is for breakfast

Skills involved: note-taking

Speaking: shopping (pair work, information gap activity)

Everyday English: ordering food

Pronunciation: the /ə/ sound

Writing: a shopping list for a barbecue

Focus ► introducing/practising vocabulary related to food items and containers

- 1 a. • Focus the Ss' attention on the pictures illustrating the exercise. Point to and present the food containers by saying the appropriate words. Do some quick choral and/or individual repetition, if necessary, to practise pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to complete the phrases. Check the Ss' answers.

Extension

Ask the Ss to name other food/drink items that can be used with the same containers/quantifiers.

e.g. **jar:** biscuits; **piece:** bread, cheese; **cup:** tea; **carton:** orange juice; **packet:** spaghetti; **bottle:** water, lemonade, milk; **glass:** water, milk; **tin:** tuna.

- b. Ask two Ss to act out the example and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: Can I have a bar of chocolate and a bottle of cola, please?

B: Yes, certainly. Here you are. etc

- 2 **Focus ►** introducing and practising vocabulary related to kitchen utensils

- Point to and present the items illustrating the exercise. Do some quick choral and/or individual repetition, if necessary, to practise pronunciation.
- Read through the instructions and explain the task. Allow the Ss some time to complete the sentences. Check the Ss' answers.

Game

Read the instructions and explain the rules. Divide the class into pairs/teams. S1 says a food/drink related word. S2 continues by saying a word that starts with the last letter of his/her partner's word. Each correct item wins a point. The pair/team with the most points wins.

- 3 **Focus ►** identifying the /ə/ sound

- Read through the instructions and explain the task.
- Play the cassette/CD, pausing for the Ss to repeat, chorally and/or individually. Check the Ss' pronunciation.

Focus ► presenting and practising countable/uncountable nouns

- 4 • Read the sentences in the table and focus the Ss' attention on the words in bold. Elicit the use of **a** in the following way. Point to and say: *a tomato. How many tomatoes? (One) Can we say two tomatoes? (Yes) So, a is used before countable nouns.* Follow the same procedure with **some/any**. Have the Ss complete the rules.
- Drill your Ss.
e.g. T: mushroom
S1: a mushroom
T: cola
S2: some cola
T: lemonade
S3: some lemonade etc
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

5 **Focus ►** practising some/any

- a. Read the instructions and explain the task. The Ss read silently and fill in **some** or **any**. Check the Ss' answers. Then, the Ss act out the completed short exchanges.
- b. Go through the instructions and explain the task. Divide the Ss into pairs and ask them to use the prompts and the exchanges from Ex. 5a, in order to act out similar exchanges. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: *I am thirsty. Is there any lemonade left?*

B: *No, sorry there isn't any. But there is some apple juice if you want it.*

A: *I'm so hungry. Let's get some pizza.*

B: *Oh, I don't want any pizza but I wouldn't mind a club sandwich.*

Focus ► ordering food

- 6 a. • Point to and present the currency in the box.
• Read the rubric and explain the task.
• Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Answer Key

1 *fast food restaurant* 2 *restaurant*

- b. The Ss, in pairs, act out similar dialogues, using the prompts and the exchanges from Ex. 6a as a model. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: *I'd like a veggie burger and a glass of orange juice, please?*

B: *Ok, anything else?*

A: *No, thanks. How much is it?*

B: *That's £ 1.80.*

A: *Are you ready to order, sir?*

B: *Yes, I'd like the prawn curry and rice, please.*

A: *Very well, sir. What would you like to drink?*

B: *A bottle of mineral water, please.*

7 a. **Focus ►** setting the scene before listening

Have a class discussion about what they usually have for breakfast and who does the shopping.

Ss' own answers

b. **Focus ►** listening to a dialogue between a couple

- Read the instructions and explain the task.

- Play the cassette/CD, twice if necessary. The Ss listen and answer the questions. Check Ss' answers.

Suggested Answer Key

They are in their kitchen.

It is morning.

c. **Focus ►** making a shopping list

The Ss read the dialogue and write the shopping list. Check the Ss' answers.

Answer Key

eggs, jam, sugar

8 **Focus ►** preparing a shopping list, information gap activity

Read the instructions and the example and explain the task. The Ss, in pairs, use the prompts and the example as a model to act out similar exchanges and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on they can listen to their dialogues and check themselves.

9 **Focus ►** making a shopping list

- Ask the Ss to use their own ideas and produce a shopping list orally in class.
- The Ss write the shopping list as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Divide the class into two groups, A and B. Prompt the students to finish your sentences. Award points for each correct answer.
e.g. T: *I'd like a loaf of...*
 S1 Team A: *Bread!*
 T: *Correct. One point for team A. etc*
- 2 Ask the Ss to go to two or three different supermarkets and prepare a list of some food/drink items they use on a daily basis (e.g. *milk, cola, biscuits, etc.*) and how much they cost. Tell them that the items have to be of the same brand. Then, the Ss report back to the class as to which supermarket sells which item more cheaply.

- 3 We use **some** in affirmative sentences.
 4 We use **any** in interrogative and negative sentences.

5 a. Read and fill in *some* or *any*. Then, act out the short dialogues.

- 1 A: I'm thirsty. Is there **1) any** orange juice left?
 B: No, sorry, there isn't **2) any**. But there's **3) some** Coke if you want it.
 2 A: I'm so hungry. Let's get **4) some** fish and chips.
 B: Oh, I don't want **5) any** fish and chips, but I wouldn't mind a pizza.

b. Now, talk with your friend.

- lemonade/apple juice
- pizza/club sandwich

Everyday English

► Ordering Food



£1.50 = one pound fifty (pence)

€1.05 = one euro five (cents)

\$2.10 = two dollars ten (cents)

6 a. Listen to two short dialogues. Which dialogue takes place in a restaurant?, in a fast food restaurant?

- 1 A: I'd like a chicken burger and some chips, please.
 B: OK, anything else?
 A: No, thanks. How much is it?
 B: That's £2.20.
 2 A: Are you ready to order, sir?
 B: Yes, I'd like the cheese omelette and a salad, please.
 A: Very well sir. What would you like to drink?
 B: A glass of cola, please.

b. Act out similar dialogues with your partner.

- veggie burger/orange juice/£1.80
- prawn curry/rice/mineral water

Listening & Reading

7 a. What do you usually have for breakfast? Who does the shopping in your house?

b. Listen to Simon and Paula. Where are they? What time of the day is it?

Simon: What's for breakfast? I'm starving.

Paula: Well, there's some cereal.

Simon: Cereal? Have we got any eggs?

Paula: No, sorry. Do you want a slice of bread?

Simon: OK. Where's the jam?

Paula: Erm, we haven't got any jam, but we've got some butter.

Simon: Great! Bread and butter for breakfast. Is the coffee ready?

Paula: Yes, here you are.

Simon: Can you pass me the sugar, please?

Paula: We haven't got any. Sorry, Simon.

Simon: Paula, I'm going to the supermarket. Make a list of everything we need!

c. Read and make Paula's shopping list for Simon.

Speaking

- 8 Portfolio: Student A:** Tick (✓) the items you have got and cross (X) the ones you want
Student B to get from the supermarket.
Student B: Ask Student A what you need to buy. Record your dialogue.

eggs	cereal
bread	jam
milk	potatoes
sugar	cheese
butter	apples

B: Have we got any eggs?

A: Yes, we have. or

No, we haven't. Can you get some, please?

Writing

- 9 Portfolio:** You are having a barbecue for your friends. Make your shopping list.

What's cooking?

Vocabulary

► Preparing food

1 a. Match the sentences to the pictures.

- 1 Boil the potatoes, then **mash** them.
- 2 Wash the steak, then **grill** it.
- 3 Cut the cheese, then **grate** it.
- 4 Chop the peppers, then **fry** them.
- 5 Add the egg, then **mix** it with the flour.
- 6 Peel the onion, then **slice** it.

A

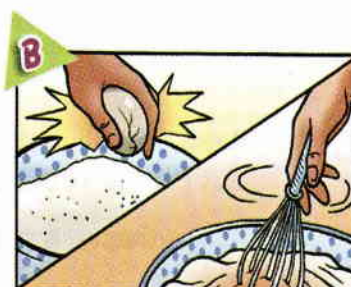
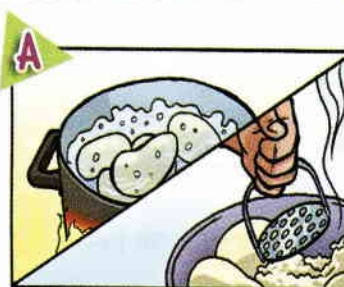
E

C

F

B

D



b. Now, talk with your friend.

A: What do I do with the potatoes?

B: You should boil them first and then mash them.

Exploring Grammar

► Much/Many/A lot of

Grammar Reference

There is **a lot of** meat in the pie.
Is there **much** rice in the packet?
How much cheese do we need? **A lot./Not much.**
There are **a lot of** tomatoes in the salad.
There aren't **many** onions on the pizza.
How many biscuits are left? **A lot./Not many.**

2 Read the examples above and complete the sentences.

- 1 We use **a lot of** in affirmative sentences.
- 2 We use **much** in negative/interrogative sentences before uncountable nouns.
- 3 We use **many** in negative/interrogative sentences before countable nouns.

3 Read and correct.

- 1 Is there ~~many~~ ^{much} cheese left?
- 2 We need ~~much~~ ^{a lot of} onions for the sauce.
- 3 How ~~much~~ ^{many} carrots do you need?
- 4 There aren't ~~much~~ ^{many} apples in the fridge.
- 5 How ~~many~~ ^{much} salt do you need?
- 6 There aren't ~~much~~ ^{many} vegetables left.

4 Use the key below to talk with your friend.

A lot ***

Not much/many **

A bit*

Beef & Vegetable STEW

Ingredients

2 kilos	beef	***
5 large	tomatoes	***
1 tin	mushrooms	***
5 medium	potatoes	***
2 large	onions	**
3 medium	carrots	**
2 tablespoons	butter	*
4 tablespoons	flour	*
2 teaspoons	salt	*
1 teaspoon	pepper	*



A: Let's make Beef and Vegetable Stew today. How much beef do we need?

B: Quite a lot. We need two kilos.

A: How much butter do we need?

B: Just a bit. We only need two tablespoons.

What's cooking?

Objectives/Targets: talking about food preparation; giving advice about cooking
Vocabulary: words related to preparing food, following cooking instructions

Language focus

Grammar: much/many/a lot of

Language in use: What do I do with the potatoes? You should boil them first and then mash them.; Let's make Beef and Vegetable Stew today. How much beef do we need? Quite a lot. We need two kilos.; You shouldn't boil eggs straight from the fridge.

Listening: short exchanges related to preparing or ordering food

Skills involved: listening for specific information (choosing the right picture)

Reading: an article with advice about cooking

Skills involved: reading for specific information

Speaking: giving advice about the correct way of cooking (monologue)

Focus ► introducing/practising vocabulary related to following cooking instructions

- 1 a. • Focus the Ss' attention on the pictures illustrating the exercise. Present/Elicit the actions shown in the pictures. Do some quick choral and/or individual repetition, if necessary, for its correct pronunciation.
 - Read the rubric and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.
- b. Go through the instructions and the examples and explain the task. The Ss ask and answer as in the example. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: What do I do with the egg?

B: You should add it first and then mix it with the flour.

A: What do I do with the cheese?

B: You should cut it first and then grate it.

A: What do I do with the peppers?

B: You should chop them first and then fry them. etc

Focus ► presenting and practising much/many and a lot of

- 2 • Read the sentences in the table and focus the Ss' attention on the words in bold. Elicit the use of a lot of in the following way. Point to it and say: *a lot of meat. Is the sentence in the affirmative, negative or interrogative form? (affirmative) Is it before an uncountable or countable noun? (uncountable) A lot*

of tomatoes. Is the sentence in the affirmative, negative or interrogative form? (affirmative), etc. So, a lot of is used in affirmative sentences before both countable and uncountable nouns. Follow the same procedure with much/many. Have the Ss complete the rules.

- Drill your Ss. Say the items of food/drink. The Ss add **how much/how many**. Suggested prompts: *beef, tomatoes, mushrooms, onions, carrots, butter, flour, salt, pepper.*
 e.g. T: Flour
 S1: How much flour?
 T: Potatoes
 S2: How many potatoes? etc
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 3 Read the instructions and explain the task. The Ss read and correct the mistakes. Check the Ss' answers.
 - 4 Read the examples and the key and explain the task. The Ss work in pairs, using the key and the examples as a model, and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: How much flour do we need?

B: Just a bit. We only need four tablespoons.

A: How many mushrooms do we need?

B: Quite a lot. We need a whole tin. etc

A: How many tomatoes do we need?

B: A lot. We need five large tomatoes.

A: How many potatoes do we need?

B: A lot. We need five medium potatoes. etc



5 a. **Focus ►** predicting text content

- Focus the Ss' attention on the article on page 53. Ask them to read the title and the introduction and answer the question.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers.

Answer Key

The article gives cooking tips from three leading chefs.

b. **Focus ►** reading an article containing advice about cooking

- Read the instructions and explain the task. Allow the Ss some time to complete the phrases. Check the Ss' answers.
- Ask individual Ss to use any three of the phrases to make sentences. Then, individual Ss read out from the text.

Focus ► introducing and practicing Object Pronouns

- 6 a. • Read the sentences in the table and focus the Ss' attention on the words in bold. Elicit the use of **object pronouns** after verbs. Allow the Ss some time to complete the **object pronouns**. Then, check their answers by giving some examples and inviting the class to complete your sentences.
e.g. T (pointing to him/herself): *Hey, everyone! Look at*
Class: *me!*
- Drill your Ss.
e.g. T: *I*
S1: *me*
T: *Mary*
S2: *her etc*
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- b. Read the instructions and explain the task. Allow the Ss some time to read the text again and complete the task. Check the Ss' answers.

- 7 Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

- Look at him! He can cook really well!*
- We are having lunch. Join us.*
- She needs a tin opener. Give it to her.*
- Go with them. They are just leaving.*

8 **Focus ►** giving advice about cooking

Read the rubric and explain the task. Explain the use of **should** and **shouldn't** to give advice. Allow the Ss some time to read the text again and underline the chefs' advice. Ask individual Ss to report back to the class.

Suggested Answer Key

You shouldn't put salt on the meat before you grill it.
You should always turn the meat over half way through to grill the other side. etc

9 **Focus ►** listening to short exchanges related to food

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the task. Check the Ss' answers.

Tapescript

- A: *So ... what else do we need for the fish pie? Potatoes?*
B: *No, we've got quite a lot of potatoes. I think we need some eggs, though.*
A: *No, we don't. There are some eggs in the fridge, but there aren't any onions.*
B: *OK, get some onions, then.*
- A: *Burger and chips and a Coke, please.*
B: *That's two pounds fifty, please.*
A: *Two fifty? Are you sure?*
B: *Yes, madam. The burger's one pound twenty five, the chips are seventy five pence and the Coke's fifty pence. That's two pounds fifty.*

Optional Reinforcement & Extension Activities

- 1 Refer your Ss to the recipe text on page 52. Divide the Ss into pairs and ask them to write a similar recipe for a real or an imaginary delicacy. Ask some pairs of Ss to present their recipes to the class.

What's cooking?

Do you ever wonder why your eggs crack when you try to boil them? Do your eyes water when you peel onions? Well, this week in our *What's Cooking?* section, three leading chefs share their secrets with you.

Ken Lees, head chef at Tornado in Cambridge, says: "I'm amazed at how many people have difficulty boiling an egg! The secret is never to boil eggs straight from the fridge, they're sure to crack."

Sandy Carter runs her own restaurant in the west end of London. Here's what she's got to say: "We serve a lot of meat at the restaurant, so I can give you this advice: You shouldn't put salt on meat before you grill it – add the salt later. Always

turn the meat over halfway through to grill the other side."

Nigel Thomas works as a chef at L'Etoile in Cardiff. Here are Nigel's tips: "When you peel onions, hold them under running water. That way you can save yourself a lot of tears! For perfect mashed potatoes, always mash them when they're hot!"

We hope our experts' advice is useful! Let us know! Next week: How to save time in the kitchen.

Reading

5 a. Read the title of the article and the introduction. What do you think the text is about? Listen and read to check.

b. Read the text again and match. Then, use any three phrases to make sentences.

- | | | |
|-----------|---|---------------------|
| 1 eggs | → | a my secrets |
| 2 my eyes | → | b advice |
| 3 share | → | c time |
| 4 run | → | d crack |
| 5 give | → | e water |
| 6 save | → | f my own restaurant |

Exploring Grammar

Object Pronouns

Grammar Reference

SUBJECT + VERB + OBJECT

Gary	is looking for	Paul.
He	is looking for	him.

6 a. Read the table and complete the list.

I - me	he - him	it - it	you - you
you - you	she - her	we - us	they - them

b. Read the text and underline all the object pronouns. Then, circle.

- | | |
|------------------|------------------|
| 1 them (line 3) | chefs/eggs |
| 2 it (line 21) | meat/salt |
| 3 them (line 27) | onions/tears |
| 4 them (line 30) | experts/potatoes |

7 Rewrite the sentences by replacing the words in bold with subject/object pronouns.

- Chris and Alex are making dinner. Go and help **Chris and Alex**.
They are making dinner. Go and help them.
- Look at **Ben**! **Ben** can cook really well!
- Sue and I** are having lunch. Join **Sue and me**.
- Mary** needs a tin opener. Give **the tin opener** to **Mary**.
- Go with **Joe and Bill**. **Joe and Bill** are just leaving.

Speaking

8 Read the article again and underline the chefs' advice. Then, tell the class about the correct/incorrect way of cooking.

You shouldn't boil eggs straight from the fridge.

Listening

9 Listen and choose the correct picture.

1 What do they need?



A ☒

B ☐

C ☐

2 How much is the burger?

£ 250

A ☐

50p

B ☐

£ 125

C ☒

Writing (A recipe)



First, boil the water and ...
Next, put the cooked pasta in a ...
Then, mix the eggs and ...
Finally, put some grated cheese over the pasta and ...

- 1 a. Look at the picture and read the name of the recipe. What do you think you need to make this recipe?
- b. Put the instructions in the right order to complete the recipe.
- 2 Read the recipe again and fill in: *finally, next, first*.

Cheesy Stuffed Potatoes



* Serves: 8 people
* Prep. Time: 15 minutes
* Cooking Time: 1 hour 15 minutes

- A 3** 1) *Next*, mix the inside of the potatoes with the cheese, yogurt, butter, salt and pepper. Then, put the mixture back inside the potato skin.

B 1 **Ingredients**
4 potatoes
1 cup grated cheese
4 tbsp yogurt
2 tbsp butter
salt and pepper

- C 4** 2) *Finally*, put the stuffed potatoes back in the oven and cook for fifteen minutes. You can serve the stuffed potatoes with fresh salad.

- D 2** 3) *First*, clean the potatoes well. Put the potatoes in the oven and cook at 190°C for one hour. When the potatoes are ready, cut each one in half, take out the inside and put it in a bowl.

Study skills

Abbreviations

When we write the ingredients of a dish, we usually use short forms (abbreviations). You can find the abbreviations in your dictionary.

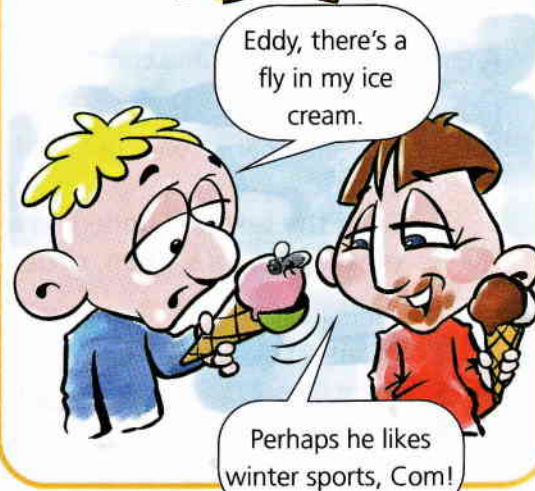
- 3 Look up the abbreviations in your dictionary and write their full forms.

1	°C	degree Centigrade
2	Kg	kilogram
3	tbsp	tablespoon
4	tsp	teaspoon
5	g	gram/gramme
6	min	minute

Discuss & Write

- 4 What about you? Ask and answer.
 - 1 What's your favourite dish?
 - 2 What are the ingredients?
 - 3 How do you make it?
- 5 **Portfolio:** Write the recipe for your favourite dish. Include:
 - ingredients • instructions

COM+ EDDY



What's in it?

Objectives/Targets: writing a recipe

Writing: a recipe for their favourite dish

Skills involved: sequencing, organising ideas into paragraphs

Focus ► predicting content

- 1 a. Ask the Ss to look at the picture and the title of the recipe. Brainstorm form the ingredients needed to make it.

Focus ► sequencing

- b. Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.
- 2 Read the Study Tip box and elicit the meaning of the words in bold. Explain to the Ss that we use them when we write recipes to show the steps we follow. Then, the Ss read the recipe and complete the missing words. Check the Ss' answers.

Study Skills

Focus the Ss' attention on the **Study Skills** box. Point out that when we are writing the ingredients of a recipe, we usually do not write the whole words, but the short forms (abbreviations).

- 3 **Focus ► identifying abbreviations, dictionary work**

Go through the rubric and explain the task. Are the Ss familiar with any of those **abbreviations**? The Ss use their dictionaries and complete the task. Check the Ss' answers.

- 4 **Focus ► generating ideas, personalisation**

Go through the rubric and explain the task. The Ss, in pairs, ask and answer about their favourite dish.

Ss' own answers

- 5 **Focus ► writing the recipe for their favourite dish**

- Refer your Ss to the recipe on page 54. Ask your Ss to use some of their ideas and the recipe as a model and produce a similar text about their favourite dish, in their notebooks.
- The Ss write the recipe of their favourite dish as written homework.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Encourage the Ss to create an unusual recipe and give it a name. Then, ask each student to tell the class about their recipe.
e.g. *This is a recipe for chicken à la Charlie. You need a chicken, peanuts and apples! First you ... etc.*

Maths

Objectives/Targets: learning about calories

Vocabulary: consolidation

Reading: a text about calories

Skills involved: reading for specific purposes;
identifying information

1 **Focus ►** reading for specific information

Read through the instructions and elicit any unknown vocabulary. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

A calorie is the unit by which we count the amount of energy in our food.

We get fat when we eat more than our body actually needs. (When we get more energy than we need, our body starts to store away energy in the form of fat.)

Extension

Ask your Ss comprehension questions about the text.

e.g. T: *Why does our body need food?*

S1: *For energy!*

T: *What is a well balanced diet?*

S2: *A diet that gives you exactly the amount of calories you need!*

2 **Focus ►** problem solving activity

Go through the instructions and the chart with your Ss and explain the task. Point out to the Ss that they should not exceed the 1.500 calories threshold. The Ss read again silently and fill in the chart. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Suggested Answer Key

Breakfast

Breakfast cereal 200 C

Milk 150 C

Lunch

Fish 180 C

Green salad 100 C

Ice cream 270 C

Dinner

Chicken 200 C

Rice 210 C

Cola 135 C

Total: 1,445 C

Optional Reinforcement & Extension Activities

Photocopy the blank calorie chart and meal planner on page 55 for each student. Ask them to fill it in with the food items they consume daily, and add up the calories.

Additional Materials

Word Perfect 6, p. 118

Grammar Check, Exs 1-7, p. 126

Reading

- 1 Read and answer: What is a calorie? Why do we get fat?

I can only eat 1, 500 calories a day.

CALORIE LAB

We measure the energy in food in terms of calories. The body needs food for energy, so that we are able to move, grow and think properly. A well-balanced diet is one that gives the right amount of calories as well as the right amount of nutrients. The body stores the energy it does not use in the form of fat. In simple terms: if you eat more than your body needs, you get fat!

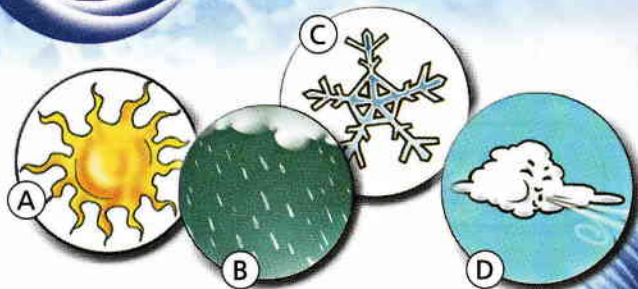
- 2 Look at the calorie chart below. Write down breakfast, lunch and dinner for Louise.

Boiled potatoes	200	Apple	125
French fries	335	Banana	140
Bread (slice)	75	Orange	115
Butter	150	Breakfast cereal	200
Cheese	320	Cheese sandwich	400
Egg	84	Tuna sandwich	315

Beef	420
Chicken	200
Fish	180
Rice	210
Spaghetti	220
Green salad	100
Mixed vegetables	120
Cheeseburger	320
Burger	285

Milk	150
Chocolate milkshake	330
Cola	135
Orange juice	70
Ice cream	270
Chocolate bar	250

	Calories
Breakfast:	
.....
.....
Lunch:	
.....
.....
Dinner:	
.....
.....
Total:	..... calories



Always Changing

Vocabulary

► Weather/Seasons/Months

1 a. Read and match.

- 1 It's wet and it's raining. ☐ B
- 2 It's snowing and it's freezing cold. ☐ C
- 3 It's windy and it's quite chilly. ☐ D
- 4 It's sunny and it's boiling hot. ☐ A

b. Which season is it? Look and say. Use: *autumn, summer, spring, winter.*

- 1 *It's wet and it's raining. It's like that in autumn.*

2 Which months go with which seasons in Britain? Are the seasons the same in your country?

June, December, July, January, September, March, October, April, November, May, February, August

- 1 *June, July and August are summer months.*

Listening

3 a. You are going to hear a song about how someone feels in all types of weather. In pairs, discuss:

- 1 What type of music do you think the song is? (Rock, classical, pop, etc.)
- 2 Do you expect the singer to be a man or a woman?
- 3 What are some words you expect to hear?

b. Listen to the song and check your answers.

*The weather is always changing
It reminds me of my feelings.*

*When the sun is shining, way up high
I feel so happy, I could fly!*

*When the wind is blowing all about
I'm angry and I scream and shout!*

*When it's raining and the sky is grey
I'm sad and blue; I cry all day!*

*When thunderstorms are crashing outside
I'm scared and there's nowhere to hide!*

*But when it's snowing and everything's white
Then my life is magic and bright!*

4 Listen and match.

- A This speaker feels sad and upset on rainy days.
- B This speaker feels angry on windy days.
- C This speaker feels stressed on snowy days.
- D This speaker feels happy and relaxed on sunny days.

Speaker 1 ☐ C

Speaker 3 ☐ A

Speaker 2 ☐ D

Speaker 4 ☐ B

Speaking

5 Talk with your friend.

- 1 What's your favourite season? Why?
- 2 What's the weather like today?
- 3 How does this kind of weather make you feel?
- 4 Is the weather typical for this time of year?

Reading

6 Look at the pictures and answer the questions. Then, listen and read and check your answers.

- 1 Where do you think the man is?
- 2 Where do you think he is from?

Weather blues

Objectives/Targets: talking about the weather; expressing feelings

Vocabulary: weather conditions; seasons; months

Language focus

Language in use: It's wet and it's raining. It's like that in autumn.; June, July and August are summer months in Britain.; The weather is always changing. It reminds me of my feelings.

Listening: a song about the way someone feels in all types of weather; people and their feelings about different types of weather

Skills involved: listening for specific information (multiple matching)

Reading: a cartoon strip about a man visiting London

Skills involved: gap filling

Speaking: talking about the weather and the way it affects our feelings (pair work)

Writing: a postcard to a friend while on holiday

Focus ► introducing/practising vocabulary related to the seasons, months and the weather conditions

- 1 a. • Point to and present the different weather conditions. Do some choral and/or individual repetition, if necessary, to practise correct pronunciation.
 - Read through the rubric and explain the task. Allow the Ss some time to read and complete the task. Check the Ss' answers.
- b. • Read the names of the seasons. Do some quick choral and/or individual repetition, if necessary, to practise pronunciation.
 - Ask a student to read out the example and explain the task. The Ss use the prompts and the example as a model and produce similar sentences. Present/Elicit the seasons. Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

- 2 *It's snowing and it's freezing cold. It's like that in winter.*
 - 3 *It's windy and it's quite chilly. It's like that in spring.*
 - 4 *It's sunny and it's boiling hot. It's like that in summer.*
- 2 • Present the months. Say: *What month is it?* Answer: *(February)*. Write the month on the board. The Ss repeat after you. Then, say: *Which month is after (February)?* Elicit the answer and write the month on the board. The Ss repeat after you. Follow the same procedure and present the rest of the months.
 - Read the instructions and explain the task. Explain to the Ss that seasons vary according to the location of a country. Ask the Ss to

name the summer, autumn, winter and spring months in Britain. Are the seasons the same in their country? If not, ask them to tell you.

Answer Key

September, October and November are autumn months.

December, January and February are winter months.

March, April and May are spring months.

3 a. **Focus ►** predicting before listening

Go through the instructions and the questions and make sure that everyone understands the task. The Ss, in pairs, talk about their expectations of the song. Ask some Ss to report back to the class. If you wish, you can turn the task into a class discussion.

b. **Focus ►** listening for specific information, verifying information

Play the cassette/CD, twice if necessary. The Ss listen and check their answers.

4 **Focus ►** listening to people talking about how certain types of weather make them feel

- Read the instructions and statements A-D. Ask Ss to guess which words they are going to hear for each statement.
- Play the cassette/CD, twice if necessary. The Ss listen and match the statements to the speakers. Check the Ss' answers.

Tapescript

Speaker 1: *Well, actually I hate snow! I don't like cold weather at all ... In fact, snowy days just make me feel really stressed.*

Speaker 2: *Summer's my favourite time of year – I just love the sun! On sunny days I feel so happy and relaxed.*

Speaker 3: *I know some people feel really relaxed when it's raining, but to be honest, I don't like the rain at all! I always feel sad and upset on rainy days.*

Speaker 4: *When the wind's blowing, it seems to put everyone in a bad mood, including me! I usually feel really angry on windy days.*

5 **Focus ►** talking about weather and seasons

The Ss, in pairs, talk about their favourite season and weather. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

6 **Focus ►** predicting, scanning

- The Ss look at the pictures and guess where the man is and where he is from.
- Play the cassette/CD. The Ss listen, follow in their books and check their answers. (*He is in London. He is from the USA.*)

7 **Focus ►** completing Tommy's postcard

Read the instructions and explain the task. Allow the Ss some time to read through the cartoon and fill in the gaps. Check the Ss' answers.

8 **Focus ►** writing a postcard to a friend while on holiday

- Refer the Ss to the postcard in Ex. 7. Brainstorm for ideas as to where tourists go in the Ss' town/city, what the weather is like, etc. Ask individual Ss to use some of their ideas and the postcard as a model and produce a similar text, about their home town/city, orally in class.
- The Ss write the postcard to a friend as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Write the names of the months and seasons on the board, omitting certain letters. Ask individual Ss to come to the front of the class and complete the words.
- 2 Bring a recording of the *Four Seasons* by A. Vivaldi to class. Play short extracts and ask individual Ss to tell you which season they think the extract represents. Which is their favourite? Play the whole track. The Ss listen and draw a picture of the season in question.

It's Tommy Trotter's first day in London.



Good morning, sir. Lovely weather we're having!

It sure is a great day for sightseeing!



Is it OK to sit up top?

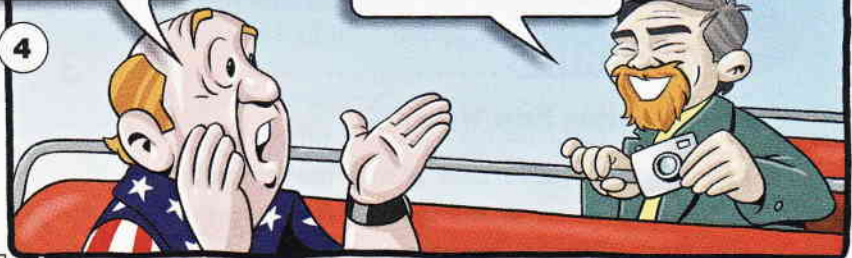
Of course, sir. But be careful – it's getting quite windy.

Oh, no! What's happening? That wind is really strong!

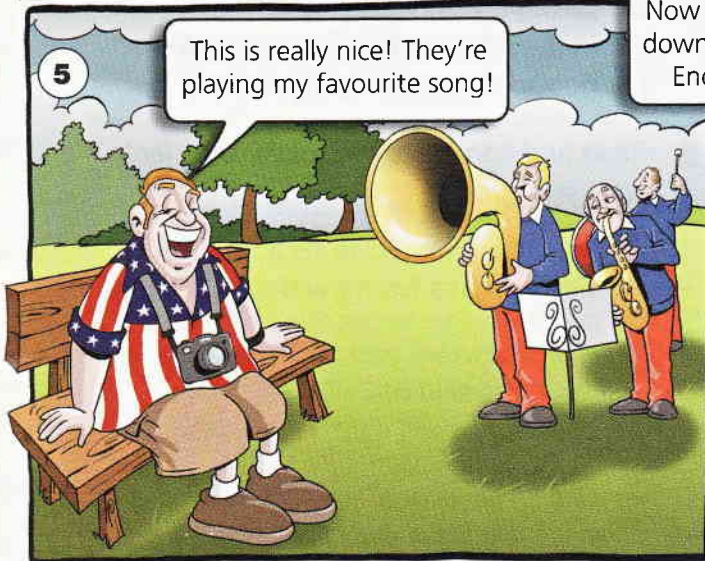


It's OK. The wind is blowing really hard!

I'm so sorry.



The sun is shining again. Tommy is in Hyde Park.



This is really nice! They're playing my favourite song!

Now what? It's pouring down! I'm going home! Enough is enough!



Later that evening...



How's the weather, dear?

It's difficult to say. It changes from one minute to the next!

7 Here is one of Tommy's postcards. Read the cartoon, look at the pictures and complete it.

Hi, Bob!

London's great! I'm enjoying all the sights. Now, I'm in 1) **Hyde Park**. The 2) **sun** is shining and the band is 3) **playing** one of my favorite songs. I love London! Wish you were here.

Love,
Tommy



Writing (a postcard)

8 **Portfolio:** Imagine you are a tourist in your town/city. Send a postcard to a friend, telling him/her what you are doing and what the weather is like.



Study skills

Remembering New Words

You can remember new words more easily by putting them in categories (e.g. winter activities, summer activities, etc.).

Vocabulary

► Seasonal activities

- 1 There's a lot of action in Jane Blonde's new film. Say what she's doing in each scene.
Use: *snowboard, ice-skate, sled, water-ski, scuba dive, windsurf, climb, camp, sail, bungee jump.*

1 She's ice-skating.

- Which of these can we do in winter/summer?

Exploring Grammar

► Present Continuous

Grammar Reference

What are you doing at the moment?
I'm climbing in the mountains.
He isn't skiing. He's snowboarding.
Are you camping? Yes, I am./No, I'm not.

- 2 Read the examples above. Is the following sentence true (T) or false (F)?

We use the *Present Continuous* for things happening at the moment of speaking. (True)

- 3 Put the words in the correct order to make sentences.

- Paul/at the moment/football/playing/is
Paul is playing football at the moment.
- diving lesson/not/are/a/they/now/having
They are not having a diving lesson now.
- are/in/Italy/skiing/we
We are skiing in Italy.
- sailing/on/Linda/the/is/lake?
Is Linda sailing on the lake?
- in/they/camping/are/mountains/the?
Are they camping in the mountains?
- not/hotel/at/staying/am/I/a
I am not staying at a hotel.

- 4 Read and complete the jokes. Use: *look, have, put, eat.*

- Boy: My mum *is having* a new baby.
Girl: What's wrong with the old one?
- Girl: Why *are* you *eating* a banana with the skin on?
Boy: Oh, it's all right. I know what's inside.
- Girl: The police *are looking* for a man with one eye called Harry Jones.
Boy: Oh, really? What's his other eye called?
- Man: What are you doing up my apple tree, boy?
Boy: One of your apples fell down and I *am putting* it back!

GAME

In groups, finish your teacher's sentences. The group with the most sentences wins.

Teacher: Be quiet! I'm trying to ...

Group 1: I'm trying to listen to the news. etc

In action!

Objectives/Targets: talking about travelling and outdoor activities

Vocabulary: seasonal activities

Language focus

Grammar: Present Continuous

Language in use: She is ice-skating.; This is a scene from the *Aviator*. Leonardo di Caprio is flying an aeroplane.

Listening & Reading: a text about an expedition across the Antarctic

Skills involved: brainstorming, prediction listening for specific information

Speaking: talking about their travelling preferences (pair work)

Writing: making a poster of their favourite film accompanied by pictures and a short description

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through it and point out to your Ss that it is easier to remember new words when we connect them to images that provide us with the context within which they are used. Tell them that they could make a picture dictionary with the words they learn.

1 a. **Focus ►** introducing/practising vocabulary related to seasonal activities

- Point to and present the activities. Do some quick choral and/or individual repetition, if necessary, for their correct pronunciation.
- Read through the rubric and explain the task. Invite individual Ss to use the prompts and the example as a model and produce similar sentences.

Answer Key

- | | |
|-----------------------|-------------------------|
| 2 She's sailing. | 7 She's climbing. |
| 3 She's snowboarding. | 8 She's scuba diving. |
| 4 She's water-skiing. | 9 She's bungee jumping. |
| 5 She's windsurfing. | 10 She's sledding. |
| 6 She's camping. | |

- Individual Ss tell the class which of the above activities can be done during which season.

Answer Key

summer: sailing, water-skiing, windsurfing, scuba diving
winter: ice-skating, snowboarding, camping, climbing, bungee jumping, sledding

Focus ► introducing Present Continuous

- Read the sentences in the table. Ask Ss to translate them. Refer the Ss to the words in bold. When do we use the **present continuous**? Elicit the answer by having the Ss say if the rule given is *True* or *False*.
 - Use the sentences in the table and elicit the form of the **present continuous (to be + main verb -ing)** as well as the short answers. Present the spelling rules by writing the verbs *swim* and *have*, and their *-ing* forms on the board.
 - Drill your Ss.

e.g. T: James/play
 S1: James is playing.
 T: Lucy and Danny/not play
 S2: Lucy and Danny aren't playing. etc
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- Read the instructions and explain the task. The Ss read silently and put the words in the correct order to make sentences. Check the Ss' answers.

Answer Key

- They are not having a diving lesson now.
- We are skiing in Italy.
- Is Linda sailing on the lake?
- Are they camping in the mountains?
- I am not staying at a hotel.

- Read the instructions and explain the task. Allow the Ss some time to read through the jokes and complete the gaps using the given verbs. Check the Ss' answers.

Extension

Divide the class into pairs. Ask them to use their own ideas and the jokes as a model and write their own joke. Once they finish, ask some pairs of Ss to read out their jokes to the class.

Game

Read the instructions and explain the game. Say an unfinished sentence and point to each group for them to complete the sentences. Each correct sentence gets one point. The team with the most points wins.

Suggested sentences

Listen! She's ..., Look! He's ..., etc.

5 **Focus ►** warm-up, brainstorming

- Focus the Ss' attention on the pictures illustrating the text on page 59. Do they know where the Antarctic is? Is it in the North or the South Pole? Have a class discussion.

Answer Key

The Antarctic is in the South Pole.

- Read the instructions and the given words and elicit any unknown vocabulary. Do some quick choral and/or individual repetition, if necessary for correct pronunciation. The Ss, in pairs, brainstorm and make a list of words related to the Antarctic. Tell them they can use a dictionary, if they wish. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

glacier: a huge chunk of ice submerged in the sea.

ice: frozen water

sled: an object used for travelling over snow

temperature: a measure of how cold or hot something is

6 **Focus ►** reading for gist

- Read the title aloud and ask the Ss if they can guess who these people are. Have a class discussion. The Ss read the first paragraph silently and check their answers.

Suggested Answer Key

Bancroft and Arnesen are two teachers who are preparing to cross the Antarctic.

7 a. **Focus ►** reading an article about an expedition

Read the instructions and explain the task. Allow the Ss some time to read through the text and complete the task. Circulate and provide any necessary help. Check the Ss' answers. Then, Ss read out from the text.

Variation

Alternatively, you can play the cassette/CD while the Ss listen in order to complete the task.

- b. Ask the Ss to read the text again silently and decide upon an activity that sounds exciting to them. The Ss draw a picture of the activity in question, accompanied by a small description. Display their work.

e.g. This is my picture. It's Ann and Liv pulling their 113-kilo sleds behind them.

This is my picture. It's Ann and Liv making their way down the Shackleton glacier. etc

8 **Focus ►** talking about travelling

Go through the instructions and the questions and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

Extension

Explain to the Ss that you are going to conduct a survey. Ask individual Ss to report their partners' answers back to the class. Write them on the board. Once all the Ss have reported, help them to read the notes on the board and generalise about the most popular answers.

e.g. Most of us would like to go on a safari. etc

9 **Focus ►** making a poster

- Read the example and explain the task. Ask the Ss to make a poster of scenes from their favourite film.
- The Ss make the poster as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Write the activities presented in Ex. 1 on the board, with some letters missing. Invite individual Ss to come to the front of the class and complete the words.
- 2 Ask your Ss comprehension questions about the text on page 59. *e.g. What is the name of the glacier the two teachers are going to climb? What are they pulling behind them? etc*
- 3 If your Ss have Internet access, they can visit the Bancroft Arnesen Expedition website and find out more about them. The site is www.yourexpedition.com

Listening & Reading

- 5 Where is the Antarctic? Is it in the North or the South Pole? Here are some words connected with the Antarctic: *glacier, ice, sled, temperature*. Can you think of any more? Use your dictionaries, if you like.
- 6 Read the title and the first paragraph. Who are Bancroft and Arnesen?
- 7 a. Listen and read the text and match the numbers to what they refer to.

- | | | |
|-------------|---|------------|
| 1 45 and 47 | → | a kilos |
| 2 2,400 | → | b age |
| 3 113 | → | c miles |
| 4 5,000 | → | d calories |

- b. Read the article again and choose an activity. Draw a picture of it and present it to the class.

This is my picture. It's Ann and Liv holding their countries' flags at the South Pole.

Speaking

- 8 In turns, interview one another.
- 1 Would you like to go on a special journey? Where?
 - 2 Do you like travelling in winter or summer? Why?
 - 3 What activities do you like doing throughout the year?

Writing

- 9 **Portfolio:** Make a poster with scenes from your favourite films. Include pictures and short descriptions.

This is a scene from the 'Aviator'. Leonardo di Caprio is flying an aeroplane.

Dare to dream

The Bancroft Arnesen Expedition

October 2000

Ann Bancroft, 45, and Liv Arnesen, 47, both teachers, are preparing for a 2,400 mile journey across the Antarctic. These brave women are making history and are an example to women and men everywhere.

November 2000

Ann and Liv are climbing the Sygyn Glacier. They are skiing, and at the same time pulling their 113-kilo sleds behind them! It is summer, with 24 hours of daylight, but the average temperature is -28°C.

December 2000

Ann and Liv are continuing their journey to the South Pole. They are keeping fit and strong by eating 5,000 calories a day!

January 2001

Ann and Liv are at the South Pole. It's a very proud day for

both of them. They are holding their countries' flags (Ann, USA and Liv, Norway).

February 2001

Ann and Liv are making their way down the Shackleton Glacier towards the Ross Ice Shelf. It's a dangerous path as the ice here is very rough and sharp. They are hoping to reach McMurdo Station soon!

Monday, February 19, 2001

The end of a long, but historic, journey! Ann and Liv, the first women ever to cross the Antarctic, are getting ready to leave McMurdo by helicopter. The Sir Hubert Wilkins ship is waiting to take them home at last, to family and friends. After months on the ice and snow, the two women are looking forward to a home-cooked meal and a hot bath!



Just my style!



Vocabulary

► Clothes

- 1 a. Look at the pictures above. Which items ...
- are perfect for the beach?
 - can you wear to the office?
 - can you wear on your feet?
 - can you wear in cold weather?
- b. Talk with your friend.

What do you think of these clothes?

- I think they're great!
- They're just my style.
- They're really trendy.
- I'm not so sure.
- They're just not me.
- I'm not that keen.

A: What do you think of these shorts?

B: Mmm, well I'm not so sure. They're just not me.

Pronunciation

► /g/ and /ŋ/

- 2 Listen and repeat.

Gary's buying shoes and Gail's looking at the gloves.

Everyday English

► Buying clothes

- 3 a. Read, choose and complete the dialogue. Then, listen and check your answers.

Assistant: 1) C?

Customer: Yes, I'm looking for something to go with these trousers.

Assistant: 2) A.

They are half price, too.

Customer: They're really trendy. Do you have one in dark blue?

Assistant: 3) D.

Customer: OK. Have you got it in medium?

Assistant: 4) E.

Customer: OK. Where are the changing rooms?

Assistant: 5) B.

Customer: Thanks.

- A Well, we have some nice shirts in.
 B They're over there.
 C Can I help you, sir?
 D I'm afraid not. But there is a light blue one.
 E Yes, here's one. Would you like to try it on?

- b. **Portfolio:** In pairs, act out similar dialogues and record them.

Just my style!

Objectives/Targets: talking about clothes; buying and comparing clothes

Vocabulary: items of clothing

Language focus

Grammar: Comparatives

Language in use: What do you think of these shorts? Mmm, well I'm not so sure. They're just not me.; Can I help you, sir? Yes, I'm looking for something to go with these trousers.; Come and look at these boots. Which ones do you like? Well, these ones are cheaper, but those are nicer.

Listening & Reading: a woman helping her friend decide what clothes to pack for a camping trip

Skills involved: listening/reading for specific information

Everyday English: buying clothes

Speaking: expressing opinion about clothing items; buying clothes (pair work; situational dialogue)

Pronunciation: the /ŋ/ and /g/ sounds

3 a. **Focus** ► buying clothes

- Read the instructions and explain the task. Go through phrases A-E and elicit any unknown vocabulary. Allow the Ss some time to read and complete the dialogue.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers. Individual Ss read out the dialogue.

- b. The Ss, in pairs, act out similar dialogues and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

Focus ► introducing/practising vocabulary related to clothes and accessories

- 1 a. • Focus the Ss' attention on the pictures illustrating the exercise. Point to and present the items of clothing. Do some quick choral and/or individual repetition if necessary to practise correct pronunciation.
- Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Suggested Answer Key

- 1 a, b, o, r
- 2 g, k, p, q, s, u
- 3 f, k, m, n
- 4 c, d, e, f, h, j, k, l, m, n, p, s, t, u

- b. Go through the useful language and elicit/present any unknown words. Read the example with the help of a student. The Ss, in pairs, talk about the clothes in Ex. 1a. Circulate and provide any necessary help. Check the Ss' answers.

Ss' own answers

2 **Focus** ► identifying and distinguishing between the /g/ and /ŋ/ sounds

- Read the instructions and explain the task.
- Play the cassette/CD, pausing for the Ss to repeat, chorally and/or individually. Individual Ss read the sentence.



4 a. **Focus ►** predicting, setting the scene

- Read the instructions and invite Ss to guess the clothes that Ashley is packing.
- Play the cassette/CD. The Ss listen, follow in their books and check their answers.

Ss' own answers

b. **Focus ►** identifying cohesive devices

- Read the rubric and explain to the Ss that these are conversation markers and we use them to express agreement, uncertainty or disagreement. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

Agree: Definitely

Not sure: I suppose; Hmm, I'm not sure

Disagree: You must be kidding; Ugh! No chance.

- Then, the Ss use the phrases/sentences to respond to the given statements.

Suggested Answer Key

2 You're right./Absolutely.

3 No way!/Absolutely not!

4 Hmm, I'm not sure./I don't really know.

5 Definitely./You're right.

5 **Focus ►** talking about what clothes to take on a trip

Read the instructions and explain the task. The Ss, in pairs, use the dialogues from Ex. 4 as a model, act out similar dialogues and record them. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and record their dialogues. Later on they can listen to the dialogues and check themselves.

Focus ► introducing and practising Comparatives

- 6 • Say, then write on the board: *This dress is **smaller** than that one.* The Ss repeat after you. Now, say and write: *The tie is **more expensive** than the shirt!* Underline the words in bold. Elicit the form and use of **comparatives**. Present the spelling rules (*big, heavy*) and the irregular adjectives (*good, bad*).
- Drill your Ss.
e.g. T: beautiful
S1: more beautiful
T: dark
S2: darker etc

- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- Read through the instructions and explain the task. Allow the Ss some time to read the dialogue and underline the comparisons. Check the Ss' answers.

7 Read the example and explain the task. The Ss read silently and complete the sentences. Check the Ss' answers.

8 The Ss, in pairs, use the prompts and the example as a model to act out similar exchanges. Allow the Ss some time to complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

2 A: Come and look at the jackets. Which one do you like?

B: Well, this one is more fashionable, but that one is warmer.

3 A: Come and look at the swimsuits. Which one do you like?

B: Well, this one is more colourful, but that one is better.

4 A: Come and look at the coats. Which one do you like?

B: Well, this one is more modern, but that one is longer.

Optional Reinforcement & Extension Activities

- 1 Write some of the names of the clothing items presented in Ex. 1 on the board, omitting certain letters. Divide the class into two teams, A and B. Ask individual Ss from each team to come to the front of the class and complete the missing letters. Each correct attempt gets one point. The team with the most points wins.
- 2 Ss prepare a list with different occasions (camping trip, wedding, business meeting, etc.) and the appropriate clothes. They compare their lists and produce a 'What to wear on what occasion' guide.

Listening & Reading

- 4 a. Ashley is packing for her camping trip. What kind of clothes do you think she is packing? Listen and check your answers.

Kate: Hi, Ashley. What are you doing?

Ashley: Oh, hi Kate. I'm packing for my camping trip. I can't decide what to take.

Kate: You need to take your walking boots.

Ashley: Yeah, I know. They're horrible, though – they're just not me.

Kate: Well, as long as they're comfortable. That's what matters.

Ashley: I suppose. Do you think I should take a jacket?

Kate: Definitely.

Ashley: Shall I take my denim jacket?

Kate: Oh, Ashley! You need something warmer than a denim jacket!

Ashley: But I want to look nice. Shall I take my new dress?

Kate: You must be kidding! A tracksuit is a better idea, though. And much more comfortable.

Ashley: Ugh! No chance! I hate tracksuits!

Kate: Are you really sure you want to go camping, Ashley?

Ashley: Hmm, I'm not sure. I'm beginning to have second thoughts.

Kate: And it's Pete's party this weekend.

Ashley: A party? Oh, I can wear my new dress!

- b. Complete the categories with the words in bold from the dialogue. Then, choose and respond to the sentences.

Agree	Not sure	Disagree
You're right.	I don't really know.	No way!
Absolutely.	Let me think about it.	Absolutely not!
Yeah, I know.	.....	.....
.....

- I think it's OK to spend a lot of money on designer clothes.
You're right./I don't really know./No way!
- As long as clothes are comfortable, I don't care!
- Sports clothes are really horrible!
- It's important to wear fashionable clothes.
- People who look nice get better jobs.

Speaking

- 5 **Portfolio:** You want to go on a trip (business, cruise, etc). Ask your friend to help you pack the right clothes. Use Ex. 4a to help you. Record your dialogues.

Grammar

► Comparisons

Grammar Reference

- 6 Study the examples. Then, read the dialogue and underline the comparisons.

This dress is **smaller than** that one.
The tie is **more expensive than** the shirt!
These sunglasses are **better than** my old ones.
Jeans are **worse than** shorts in hot weather.

- 7 Read and complete the sentences.

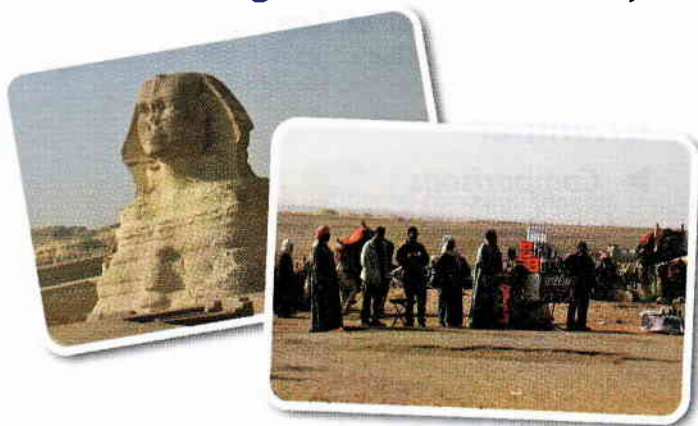
- Carol's skirt is *more expensive than* (expensive) her blouse.
- Are your shoes **bigger than** (big) Dan's?
- Suits are **better than** (good) jeans for the office.
- Shorts are **more comfortable than** (comfortable) tracksuits in hot weather.
- Your trainers are **worse than** (bad) mine.

- 8 In pairs, ask and answer.



- 1 A: Come and look at the boots. Which ones do you like?
B: Well, these ones are cheaper, but those are nicer.

Writing (a letter while on holiday)



1 Put the topic sentence in the right place.

Dear Ralph,

1 **c** It's fabulous here and we're having a really fantastic time. The Pyramids are magnificent close up! Just so you can enjoy some of the sights, I'm sending you some photos.

2 **a** As you can see in the photo, there are even people selling souvenirs close to the Pyramids! Can you see Darren? He's the one drinking Coke! Walking around in the sun is thirsty work! The camels are waiting to take tourists on a tour of the Pyramids - much better than taxis!

3 **b** It's another wonderful day - hot and sunny and it isn't even summer yet! Believe it or not, Darren and I are walking around in our T-shirts and jeans! I suppose it's still raining back in England!

Anyway, bye for now.
See you soon.
Laura

- a Everywhere you go, there are shops and markets.
- b We're having great weather here, too.
- c I'm writing to you from sunny Cairo!

Study skills

Topic Sentences

We usually begin a paragraph with a topic sentence. This sentence tells us what the paragraph is about. The rest of the sentences in the paragraph give more information, examples, etc. of the things mentioned in the topic sentence.

The nightlife here is wonderful! There are a lot of great restaurants and shows to choose from. You can even take a boat trip down the river.

2 Read the letter again and write the paragraph number.

- a weather, clothes Para: 3
- b sights and activities Para: 2
- c where you are staying and reason for writing Para: 1
- d closing remarks (saying goodbye) Para: 3

Discuss & Write

3 Imagine you are on holiday. Ask and answer the questions below.

- 1 Where are you? Who are you with?
- 2 What are you doing?
- 3 What's the weather like?
- 4 What are you wearing?

4 Portfolio: Write a letter to a friend while on holiday, telling him/her all about it.



Another wonderful day!

Objectives/Targets: writing friendly letters

Writing: a letter to a friend while on holiday

Skills involved: identifying paragraph structure; organising ideas within paragraphs

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through it and explain what a topic sentence is.

1 **Focus ►** introducing Topic Sentences, identifying paragraph structure

Read the instructions and the topic sentences and explain the task. The Ss read silently and match the topic sentences to the corresponding paragraphs. Check the Ss' answers.

2 **Focus ►** reading for specific purposes, categorising information

Read the instructions and explain the task. Allow the Ss some time to read the letter again and match the content to the paragraph. Check the Ss' answers.

3 **Focus ►** generating ideas

The Ss, in pairs, use the questions to discuss holidays. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

4 **Focus ►** writing a letter to a friend while on holiday

- Refer the Ss to the letter in Ex. 1. Ask them to write a similar one to a friend telling him/her all about their holiday, in their notebooks.
- The Ss write a letter to a friend while on holiday as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

Bring in postcards or pictures of exotic places. Ask the Ss to imagine they are on an exotic holiday and to write a few lines about who they are with and what they are doing.

I love New York

Objectives/Targets: talking about New York

Listening: short messages on answering machines

Skills involved: listening for specific information
(multiple matching)

Reading: an article about the city of New York

Skills involved: identifying paragraph structure

Writing: an article about what visitors can do/see
in their own town/city

1 a. **Focus ►** warming up

Have a discussion about New York. Are they familiar with any of the landmarks on p.63? (Empire State Building, Guggenheim museum, Times Square). What else do people call New York? (the city that never sleeps, the Big Apple). Which are the famous places one can visit there?

b. **Focus ►** listening to short messages on answering machines

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and match the people to the places. Check the Ss' answers.

Tapescript

- 1 *Hi, it's Barry. Well, New York is great but it's raining today. I'm standing in line getting ready to go up the Empire State Building. Call you later. Bye!*
- 2 *David? This is Ruth. Where are you? I'm at the Museum of Modern Art and I'm waiting for you. I hope you're on your way. See you soon. Bye!*
- 3 *Pat, Simon here. I'm on Broadway getting the tickets. They've only got tickets for the 9 o'clock performance. What do you want me to do? Ring me as soon as you can.*
- 4 *Hi, Linda, this is James. I'm sitting in Central Park. It's a fabulous day, really hot and sunny, so I'm having lunch in the park. Talk to you later. Bye!*

2 **Focus ►** predicting

- Read the instructions and explain the task. The Ss, in pairs, work together and write as many endings to the sentence as they can. Ask some pairs of Ss to report back to the class.
- Play the cassette/CD. The Ss listen to the article and check their answers.

Suggested Answer Key

When you are in New York, you can visit Times Square. When you are in New York, you can take a walk in Central Park. When you are in New York, you can visit the Museum of Modern Art or the Guggenheim museum. etc

3 **Focus ►** identifying paragraph structure

Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers. Explain any unknown words. Ss read out from the text.

4 **Focus ►** oral reproduction

Read the instructions and explain the task. Individual Ss say three things they would like to see or do in New York.

Ss' own answers

5 **Focus ►** personalisation

Ask the Ss to use the points to talk about what visitors can do in their town/city. Provide any necessary help with the vocabulary.

6 **Focus ►** writing an article about their town/city

- Ask Ss to use ideas from Ex. 5 and the text in Ex. 5 as a model and produce a similar text about what visitors can do/see in their town/city.
- The Ss write the article as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Bring photographs or pictures of famous landmarks to class. Pin them up on the board. Divide the class into two teams, A and B. Individual Ss from each team come to the front of the class, pick a landmark and write the country in which the landmark is. Each correct attempt gets one point. The team with the most points wins.

Additional Materials

Word Perfect 7, p. 119
Grammar Check, Exs 1-5, p. 127

Culture Clip

Listening

- 1 a. What do you know about New York? What else do people call New York? What are some of the famous places you can visit there? Talk with your friend.
- b. Where are they? Listen and match the people to the places.
- | | |
|---------|-------------------------|
| 1 Barry | A Central Park |
| 2 Ruth | B Museum of Modern Art |
| 3 Simon | C Empire State Building |
| 4 James | D Broadway |

Reading

- 2 In pairs, finish the sentence in as many ways as possible. Then, listen to the article and check your answers.

When you are in New York, you can ...

- 3 Read the article and match the titles to the paragraphs. Then, explain the words/phrases in bold.

- A Places to shop
B Things to see
C What you can do at night

- 4 Say three things you would like to see/do in New York.

Speaking

- 5 What can a visitor see/do in your town/city? Tell the class. Talk about:
- things to see • places to shop • nightlife

Writing (an article)

- 6 **Portfolio:** Write an article about what visitors can do/see in your town/city. Use ideas from Ex. 5 and the article in Ex. 3 as a model.



New York, the capital of the world, has an energy like no other city and a **skyline** that everyone recognises. A trip to the Big Apple is an experience of a lifetime, with hundreds of things to see and do.

1 B

One of the first places to **head for** is Manhattan. Here you can visit Times Square, The Empire State Building and take a walk in Central Park – always alive with skaters, cyclists and joggers. For art lovers, the **Museum of Modern Art** is one of the world's **top** museums, and the Guggenheim isn't far behind. The Statue of Liberty is a short **ferry ride** from the centre.

2 A

New York offers serious shoppers some of the best shops in the world – head for **Saks** on 5th Avenue, and don't forget **Macy's** and **Bloomingdale's**, even if it's only **window shopping**!

3 C

For entertainment, New York offers a nightlife like no other – it's not called *The city that never sleeps* for nothing! And of course, there's **Broadway**, where you can see some of the best performances in the world and **rub shoulders with** the rich and famous!

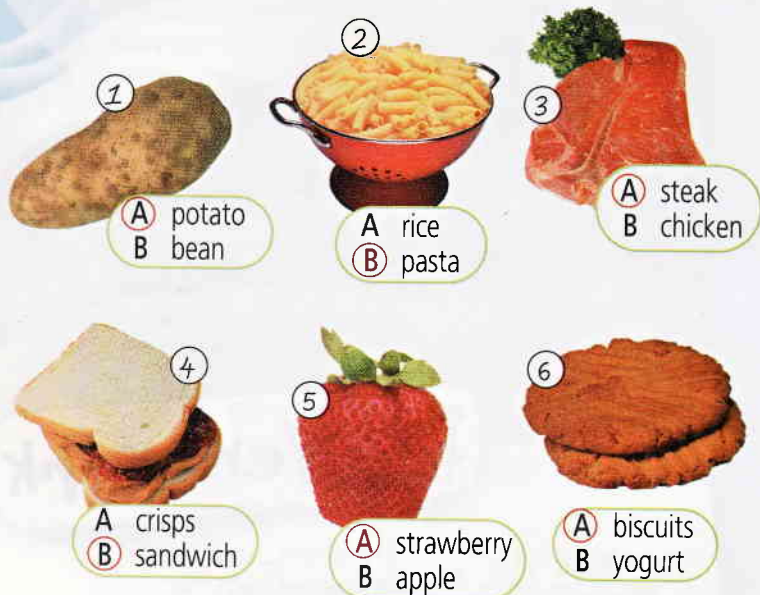
So, go on – take a **bite** of the Big Apple. You won't be disappointed!

Self-Assessment

MODULE 3

Vocabulary

1 Look, read and choose the correct item.



(18 marks)

2 Look, read and match.

- | | | | |
|-------------|---|--------------|---|
| 1 tie: | h | 5 gloves: | b |
| 2 scarf: | e | 6 swimsuit: | a |
| 3 jacket: | f | 7 T-shirt: | c |
| 4 raincoat: | d | 8 tracksuit: | g |



(16 marks)

Grammar

3 Read and choose the correct item.

- I'm crazy spicy food.
A about B of C with
- What right now?
A you doing B are you doing
C are you do
- We haven't got cheese for the omelette.
A some B any C a
- How ice cream is left?
A much B many C a lot
- Do you ever go?
A camping B camp C to camp
- Look at Sue. She
A snowboarding
B snowboards
C is snowboarding
- Jeans are than trousers.
A comfortabler
B comfortable
C more comfortable
- Your shoes are mine.
A bigger than B bigger
C big
- We are at a lovely hotel.
A stay B staying C stays
- Are there tomatoes left?
A a lot B many C much
- There's jar of jam in the fridge.
A a B some C any
- He football at the moment.
A plays B is playing
C are playing

(12 marks)

Communication

4 Use the words/phrases to complete the dialogues.

- ready to order • bottle of water
- would you like
- the chicken curry and rice

- 1 A: Are you 1) **ready to order**, sir?
 B: Yes, I think I'll have 2) **the chicken curry and rice**, please.
 A: Very well, sir. What 3) **would you like** to drink?
 B: A 4) **bottle of water**, please.

- How much • in medium
- accept Visa

- 2 A: Excuse me.
 Have you got this skirt 5) **in medium**?
 B: Certainly, madam.
 A: 6) **How much** is it?
 B: £25.
 A: Do you 7) **accept Visa**?
 B: Yes, of course.

(14 marks)

Reading & Writing

6 Look at the pictures and complete the recipe.

Bean Soup

ingredients

- ½ kg beans
- 1 onion
- 3 carrots
- olive oil
- salt, pepper

1 First, soak the beans for 12 hours.



2 Wash them well and place them in a deep pot.



3 Next, **boil** the beans for 20 minutes.



4 Chop the **carrots** and the **onions**.



5 Then, put **them** in the **saucepan**.



6 Finally, add the **olive oil** and boil the soup until the beans are tender. Add **salt and pepper** to taste.



(20 marks)

(Total = 100 marks)

Listening

5 Listen and match the people to the activities. There is one extra sentence.

(For tapescript see p. 152T)

- A This speaker goes bungee jumping quite often.
 B This speaker is crazy about scuba diving.
 C This speaker wants to go sailing.
 D This speaker loves sledding.
 E This speaker thinks windsurfing is very difficult.

Speaker 1 **A** Speaker 3 **C**
 Speaker 2 **B** Speaker 4 **E**

(20 marks)

NOW I can...

- talk about food and my food preferences
- order food
- give advice about cooking
- talk about the weather and how it makes me feel
- talk about activities
- talk about clothes
- compare things
- write recipes/letters while on holidays

... in English!

Across the Curriculum 3

SCIENCE

Material World!



1 Read and complete.

Wool keeps you warm. It is good for coats, blankets, jumpers, socks, etc.

Cotton keeps you cool and dry. It is good for T-shirts, underwear, towels, socks, etc.

Nylon stretches to your body shape. It is good for swimsuits, tights, tracksuits, dresses, etc.

2 Look in your wardrobe. Make a list of your woollen, cotton and nylon clothes.

Songsheet 3



1 Poets and songwriters often give human qualities to non-human things when they write. Listen to the song. Then, read and match the pictures to the actions.

A Song for all Seasons

Birds are rehearsing a song,
Flowers are opening their eyes,
Spring is here!

The sun is smiling with joy,
Butterflies are kissing the flowers,
Summer's here!

Leaves are changing clothes,
The wind is breathing out,
Autumn's here!

Clouds are looking down,
Snowflakes are dancing around me,
Winter's here!



2 Read the song again and illustrate the rest of the actions.

Across the Curriculum 3 (Science) Material World!

Aims: identifying the reasons why specific materials are used for particular purposes

Vocabulary: clothes; fabrics and their properties

Material World

1 **Focus ►** introducing vocabulary related to materials and their different uses

- Point to clothes the Ss wear and present the words *wool*, *cotton* and *nylon*. Tell the Ss that clothes are made from different materials based on what we need the clothes for.
- Read the sentences, one at a time, and elicit/explain any unknown words. Ask the Ss to complete the sentences with items of clothing usually made from this material.

2 **Focus ►** personalisation

Read the instructions and explain the task. The Ss look in their wardrobe and make a list of the woolen, cotton and nylon clothes. Have a class discussion in the next lesson as to how appropriate the material used for those clothes is.

Extension

If you wish, you or the Ss can bring in clothes made of different materials and have the Ss touch them and feel their texture. Have a class discussion as to which material is cheap, which is fashionable, etc.

Songsheet 3 – A song for all seasons

Aims: consolidating seasons and related activities; exploring the theme of personification in poetry.

Vocabulary: consolidation

1 **Focus ►** personification devices

- Focus the Ss' attention on the song illustration and explain that poets use a variety of devices when they write, in order to enliven their writing. One of those devices is giving inanimate objects, such as the sun, the flowers or the birds, human qualities.
- Play the cassette/CD, twice if necessary. The Ss listen to the song. The Ss read through the song and match the pictures to the actions. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

Pic. 1 Birds are rehearsing a song.

Pic. 2 The leaves are changing clothes.

Pic. 3 The sun is smiling with joy. etc

- Play the cassette/CD again. The Ss listen and sing along.

2 **Focus ►** personalisation

The Ss read the song again and illustrate the rest of the actions (*e.g. flowers are opening their eyes, butterflies are kissing the flowers, the wind is breathing out, etc.*). Circulate and provide any necessary help. Display their work.

Extension

If you wish, the Ss can choose a season and make sentences using things with human qualities.

e.g. summer

*The starfish are sunbathing., The boats are swimming.,
The moon is smiling. etc*

Module 4 (Units 7 & 8): All in the Past

► Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the previous module. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

► Look at Module 4

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think the module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. Use the pictures illustrating the page in order to raise their interest in the module. In pairs, the Ss locate the page numbers of the visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

Pic. 1 (p. 68)

- T: What page is picture 1 from?
S1: It's from page 68.
T: Who is this woman?
S2: It's Michelle Pfeiffer.
T: Have you seen any of her films? etc

Pic. 2 (p. 74)

- T: What page is picture 2 from? Who is this person?
What does he do? Would you like to be like him?
Why? etc

Pic. 3 (p. 69)

- T: What page is picture 3 from? What else can you see on this page? Do these creatures still exist today? etc

Pic. 4 (p. 81)

- T: What page is picture 4 from? What can you see in this picture? Do you think this woman is happy? Why? Where is she? Who do you think the other people in the lift are? etc

► Find the unit and page number(s) for

Read the phrases and explain to the Ss what they mean. Then, go through the module and find the corresponding page numbers. Have a class discussion.

Answer Key

A quiz (Unit 7a, p. 68)

- T: Where can you find a quiz?
S1: On page 68.
T: What is the quiz about?
S2: Facts about famous people.
T: What else can you see on pages 68-69?
S3: Pictures of famous people.
T: Who are these people? etc

Magazine articles (Unit 7a, p. 69 – Unit 7b, p. 71 – Unit 8b, p. 78)

What are these articles about? Where would you expect to find each one? Which one do you find the most interesting? etc

A poem (Unit 7b, p. 70)

Where can you find a poem? Who wrote this one? Do you like poetry? Have you got a favourite poet? What else can you see on page 70? etc

A web page (Unit 7c, p. 73)

What is a web page? What is this web page about? Where can you find one? Have you got a favourite website? What is it about? etc

A biography (Unit 7d, p. 74)

Where can you find a biography? Who is this person? Why is he famous? Have you ever read a biography? Who was it about? etc

A story (Unit 8c, pp. 80, 82)

Where can you find stories? What are these stories about? What else can you see on these pages? etc

An extract from a novel (Literature Corner, p. 83)

What is a novel? What is this novel about? Do you like reading books? Which is your favourite book? Can you describe the book cover? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units, they will know how to perform all of the listed tasks. (For an analytical breakdown of the aims and the objectives of the module, see Programme p. IX.)

All in the Past

Module 4 (Units 7 & 8)

► Before you start

- What star sign are you?
- What's your favourite dish? What's in it?
- What are you wearing today?
- What's the weather like today?

► Look at Module 4

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|---------------------------|--------------------------|--------------------------|
| • a quiz | <input type="checkbox"/> | <input type="checkbox"/> |
| • magazine articles | <input type="checkbox"/> | <input type="checkbox"/> |
| • a poem | <input type="checkbox"/> | <input type="checkbox"/> |
| • a web page | <input type="checkbox"/> | <input type="checkbox"/> |
| • a biography | <input type="checkbox"/> | <input type="checkbox"/> |
| • a story | <input type="checkbox"/> | <input type="checkbox"/> |
| • an extract from a novel | <input type="checkbox"/> | <input type="checkbox"/> |

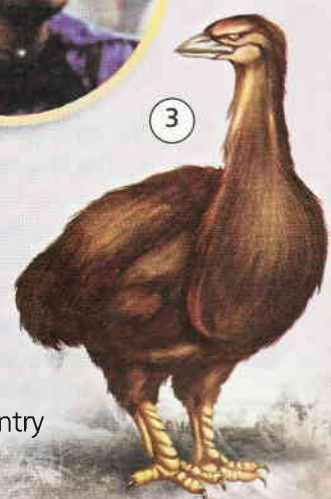
In this Module you will ...

► listen, read and talk about ...

- when famous people were born
- the early years of famous people
- Sean Connery
- the Cheyenne and Inuit ways of life
- two friends talking about their favourite soap opera
- things people used to do when they were children
- a museum of Natural History
- extinct animals
- famous animal stars
- a woman narrating her experience

► learn how to ...

- give dates of birth
- talk about life in the past
- talk about the weekend
- talk about past habits
- describe extinct animals
- narrate events
- show surprise



► practise ...

- Past Simple
- ordinal numbers
- prepositions of time
- time words

► do a project about ...

- a famous person from your country
- an extinct animal
- an animal star

► write ...

- an entry for a website about your past habits
- a biography
- a story



Curricular Cuts (History): The Birth of Youth Culture!

Literature Corner: Black Beauty

Across the Curriculum 4: Dance steps

Songsheet 4: Rocking Chair Rock

Brainteaser



- 1 What was Madonna's first (1st) big hit?
☐ A Holiday ☐ B American Pie
- 2 Tom Hanks' second (2nd) Oscar was for his role in
☐ A Forrest Gump ☐ B Philadelphia
- 3 What's the title of the third (3rd) Harry Potter book?
☐ A The Order of the Phoenix
☐ B The Prisoner of Azkaban
- 4 The sixth (6th) Star Wars film is
☐ A The Phantom Menace ☐ B Revenge of the Sith
- 5 Which was the twentieth (20th) James Bond film?
☐ A Tomorrow Never Dies ☐ B Die Another Day
- 6 Who was the thirty-fifth (35th) President of the United States?
☐ A John F. Kennedy ☐ B Bill Clinton

Vocabulary

► Ordinal numbers

- 1 In pairs, do the quiz above.
- 2 When were these famous people born?
 Read and match the seasons to the dates.
 Then, talk with your friend.



1 Rowan Atkinson was born in winter.

2 Julia Roberts was born in autumn.

3 Bruce Willis was born in spring.

4 Cameron Diaz was born in summer.

• 19th March • 28th October
 • 6th January • 30th August

- 1 A: When was Rowan Atkinson born?
 B: I think he was born on the sixth of January.



- 3 Look at the box and talk with your partner.

1700 ► seventeen hundred
 1994 ► nineteen ninety-four
 2003 ► two thousand and three

A: When were you born?

B: I was born on the tenth (10th) of December, 1990. How about you?

Exploring Grammar

► Past Simple (to be)

Grammar Reference

I was at home last night. Where were you?
 She wasn't at home when I called her.

- 4 Form the questions. Then, match them to the answers.

1 ☐ E How/your/at work/first day?
 How was your first day at work?

2 ☐ A the party/last night/good?

3 ☐ D How much/your new sunglasses?

4 ☐ B you/late/why?

5 ☐ C Gary and Sue/where/last year?

- A Yes, it was great!
 B We were at school until five o'clock.
 C They were in Spain.
 D They were £50.
 E It wasn't bad.

Charmed lives!

Objectives/Targets: asking for and giving biographical information

Vocabulary: dates; ordinals

Language focus

Grammar: Past Simple (to be)

Language in use: When was Rowan Atkinson born? I think he was born on the sixth of January.; When were you born? I was born on the tenth (10th) of December 1990.

Listening: information about Sean Connery

Skills involved: listening for specific information (identifying correct/incorrect information)

Reading: about the lives of three famous people

Skills involved: intensive reading

Speaking: asking for and giving biographical information (monologue)

Writing: about someone famous from their country (project)

Focus ► introducing and practising ordinal numbers

- Present the ordinal numbers. Say, then write: *January is the **first** (1st) month of the year.* Underline the words in bold. The Ss repeat after you. Ask a student to translate the word *first*. Write: *one – first*. Explain that *first* is an ordinal number. Follow the same procedure to present up to *twelfth*. Then, write some random ordinal numbers and elicit the use of *-th* at the end of the number to form ordinal numbers.
 - Drill your Ss.
e.g. T: *five*
S1: *fifth*
T: *fifty-eight*
S2: *fifty-eighth* etc
 - Go through the instructions and explain the task. The Ss, in pairs, do the quiz. Check the Ss' answers.

Note: The *Revenge of the Sith* is the 6th film in the series, according to the order in which they were filmed.

- Read the instructions and the example and explain the task. The Ss, in pairs, work together and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

A: *When was Julia Roberts born?*

B: *I think she was born on the twenty-eighth of October.*

A: *When was Bruce Willis born?*

B: *I think he was born on the nineteenth of March.*

A: *When was Cameron Diaz born?*

B: *I think she was born on the thirtieth of August.*

- Go through the language box and present how we say the years in English. The Ss, in pairs, use the language in the box and the example as a model and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

- Focus ►** introducing/practising the Past Simple of the verb *to be*

- Say, then write on the board: *I **am** at home now. I **was** at home last night.* Underline the words in bold. Ask the Ss to tell the class what the difference between the two sentences is. Once you have established that the first one refers to the **present**, while the second one refers to the **past**, explain that **was** is the past form of the verb *to be*. Now, point to a student and ask a question you will probably receive a negative answer for: e.g. *Were you at the (football match) last night?* Elicit the answer: *No, I wasn't.* Repeat the same procedure to introduce all the persons of the **negative**, **interrogative** and **short answer** forms of the **past tense** of the verb *to be*.
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- Read the instructions and explain the task. Allow the Ss some time to write the questions in their notebooks, then match them to the answers. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

2 *Was the party last night good?*

3 *How much were your new sunglasses?*

4 *Why were you late?*

5 *Where were Gary and Sue last year?*

5 a. **Focus ►** predicting

- The Ss look at the title and try to guess what the article is about.
- Play the cassette/CD. The Ss listen, follow in their books and check their answers.

b. **Focus ►** reading information about three famous people

The Ss read the texts silently and complete the task. Check the Ss' answers.

6 **Focus ►** note taking, oral reproduction

Read the instructions and explain the task. Allow the Ss some time to read through the texts and keep notes. Ask individual Ss to report back to the class.

Answer Key

- 1 *Michelle Pfeiffer was born on 29th of April, 1958 in Santa Ana, California. Before she became an actress she used to work at the checkout at a supermarket.*
- 2 *Nelson Mandela was born on 18th of July, 1918 in a small village in Africa. When he was a young boy he was a shepherd.*
- 3 *J.K. Rowling was born on 31st of July, 1965 in Bristol, England. Before she became a famous writer she used to work as an English teacher in Portugal.*

Study Skills

Focus the Ss' attention on the **Study Skills** box. Explain that underlining key words is very important when we are listening to a text, in order to understand which information we are looking for.

7 a. **Focus ►** predicting before listening

Ask the Ss if they know who the actor is (*Sean Connery*) and if they know any films he starred in (*Dr No, Finding Forrester, The Rock, etc.*).

b. **Focus ►** listening for specific purposes, identifying correct/incorrect information

- Read the instructions and explain the task. Go through the sentences and explain/ elicit any unknown words.
- Allow the Ss some time to read through the sentences and underline any key words.
- Play the cassette/CD, twice if necessary. The Ss listen and tick the correct box. Check the Ss' answers.

Tapescript

Sean Connery is one of the most famous actors of our time – he's not just a star, he's a superstar. Sean was born in Scotland on 25th August, 1930. He left school at an early age and when he was sixteen, he joined the Navy. He left the Navy three years later and worked at a number of jobs, including working as a bricklayer and a milkman!

*As a young man, Sean was interested in bodybuilding, a pastime that eventually started his acting career. But it wasn't until 1958, when Sean was 28 years old, that he had his big break in a film called **Another Time, Another Place**.*

*It was another four years before Sean shot to fame as the now world famous James Bond, Secret Agent 007 in the first Bond film, *Dr No*. The rest, as they say, is history!*

Today, after over 40 years in show business, Sean Connery's acting career is as strong as ever, and though he has made some excellent films since his 007 days, most people would agree that Sean Connery was the best Bond ever!

8 **Focus ►** writing a paragraph about a famous person

- Refer your Ss to the factfiles on page 69. Ask them to write a similar text about someone famous from their country.
- The Ss write a factfile about a famous person from their country as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask the Ss, in pairs or small groups, to prepare quizzes similar to the one in Ex. 1. The Ss then swap quizzes and do them.
- 2 If your Ss have Internet access, they can visit the following sites where they can find more information and pictures about the famous people. You can assign this as homework and during the next lesson, they present the information to the rest of the class.

Michelle Pfeiffer: www.michelle.pfeiffer.net

Nelson Mandela:

www.anc.org.za/people/mandela.html

J.K. Rowling: www.jkrowling.com

Sean Connery: www.seanconnery.com

The EARLY Days

7a

(A) Michelle Pfeiffer was born on 29th April, 1958 in Santa Ana, California. One of her jobs as a young girl was on the checkout at a supermarket. In 1978 she won a beauty contest and it was then that her acting career started. Her first big part was opposite Maxwell Caulfield in *Grease II*. Among her many films since then are *Dangerous Minds*, *Batman Returns* and *What Lies Beneath*. She is now one of America's sweethearts and one of the most beautiful women in Hollywood!

(B) Nelson Mandela was born in a small village in Africa on 18th July, 1918. There were no schools in his village – the wonderful fields of Africa were his school. When he was about five years old he was a shepherd. Sometimes there wasn't enough food and he was often hungry. But Mandela was a good student and very clever. He moved to the city when he was a young man and studied law at university. From 1994 to 1999, he was the president of South Africa.

(C) J.K. Rowling was born in Bristol, England on 31st July, 1965. She was very popular at school and was class leader in her final year. Later on, she worked as an English teacher in Portugal. One day, she was in a café in Scotland with her young daughter. She had an idea for a story about a young boy called Harry Potter. Soon Harry Potter was one of the most famous wizards in the world! 3

Reading

- 5 a. Look at the title. What information do you expect to find in this article? Listen and read and check your answers.
- b. Read the text again and write A, B or C.
- This person was born in an English-speaking country. A C
 - One of this person's first jobs was at a supermarket. A
 - This person was a shepherd. B
 - This person studied at university. B
 - This person was a teacher in another country. C

Speaking

- 6 Keep notes on each person under the following headings: *name, date of birth, place of birth, first job(s)*. Then, talk about them.

Study skills

Listening for detailed understanding

Read the sentences (1-6) and underline key words. Listen for the information that will help you decide if the sentences are correct (Yes) or incorrect (No).

Listening

- 7 a. Do you know who this actor is? Do you know any of his films?
- b. Listen and tick (✓) the correct box. Then, correct the incorrect sentences.



	Yes	No
1 Sean Connery was born in Ireland on 25 th August.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2 He joined the Navy when he was sixteen.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3 He worked as a bricklayer and a postman.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4 His favourite pastime was bodybuilding.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5 Sean Connery was 21 years old when he had his first big success.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6 His first Bond film was <i>Dr No</i> .	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Writing

- 8 Portfolio: Write a paragraph about someone famous from your country. Include: name, date of birth, place of birth, first job(s), first big success.

- Animals they hunted:
deer, 1) **buffalo**
- Where they lived:
2) **tepees**
- What they used for hunting:
3) **bows and arrows**
- What they used for travelling: horses

The Cheyenne



The Inuit

- Animals they hunted: polar bears, caribou, 4) **seals**, whales
- Where they lived: tents, 5) **igloos**
- What they used for hunting: 6) **spears**
- What they used for travelling: sleds, kayaks

Vocabulary

► Ways of life

- 1 a. Which of the following words are:
a) animals? b) weapons? c) homes? Use your dictionaries, if necessary.

buffalo, spears, tepees, igloos, bows and arrows, seals

- b. Read and complete the information about the Cheyenne and the Inuit with the words from Ex. 1a. Then, talk about their way of life.

The Cheyenne hunted deer and buffalo. They lived in ... They used ... for hunting.

Exploring Grammar

► Past Simple (Affirmative)

Grammar Reference

They **walked** in the park **yesterday**.
He **studied** for a test **last night**.
We **stopped** for the night in a small hotel.

- 2 Read the examples above. Is the following sentence true (T) or false (F)?

We use *Past Simple* to talk about things that happened in the past. (True)

- 3 a. Read and complete the poem.

Cheyenne Dream

Grandfather, I 1) **dreamed** (dream) of you last night
We 2) **walked** (walk) together in the early morning
And 3) **watched** (watch) the deer and
The buffalo greet the day,
Your bow and arrows ever ready,
We 4) **cried** (cry) our hunter's call.
Down by the river, the women 5) **laughed** (laugh)
As they 6) **gathered** (gather) wood
While nearby, the children
7) **played** (play) their favourite games.
Day 8) **turned** (turn) into night – young men
9) **danced** (dance) by the light
Of the campfire to the steady rhythm of the drums.
There was a smile on my face
When I 10) **closed** (close) my eyes
But this morning all is gone: just your memory
To keep the moments alive.

- b. Now, close your eyes and listen to the poem. Then, draw a scene from it and present it to the class.

These are the Cheyenne women. They are gathering wood.

The way it was!

Objectives/Targets: talking about past ways of life

Vocabulary: words related to the Cheyenne and the Inuit traditional way of life

Language focus

Grammar: Past Simple; Prepositions of Time

Language in use: The Cheyenne Indians hunted deer and buffalo.; We didn't always live in an igloo.

Listening & Reading: an Inuit talking about life in the old days

Skills involved: listening/reading for specific information (multiple matching)

Speaking: talking about the Inuit way of life (monologue)

Pronunciation: the /d/, /t/ and /ɪd/ sounds in Past Simple verbs

Focus ► introducing/practising vocabulary related to the life of the Cheyenne and the Inuit

- 1 a. • Read the title of the unit and focus the Ss' attention on the pictures. Brainstorm for words connected with the Cheyenne and the Inuit. During this stage, present the words in Ex. 1a (*deer, buffalo, tepee, etc.*).
 - Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

- a buffalo, seals c tepees, igloos
b spears, bows and arrows

- b. • Refer the Ss to the short texts about the Cheyenne and the Inuit. Read the instructions and explain the task. The Ss read silently and complete the missing information. Check the Ss' answers.
 - The Ss use the information and the example as a model to talk about the Inuit and the Cheyenne Indians.

Answer Key

The Cheyenne hunted deer and buffalo. They lived in tepees. They used bows and arrows for hunting and horses for travelling.

The Inuit hunted polar bears and caribou. They lived in tents and igloos. They used spears for hunting and sleds and kayaks for travelling.

Focus ► introducing/practising Past Simple (Affirmative)

- 2 • Read the sentences in the table. Ask Ss to translate them. Focus the Ss' attention on the words in bold. Ask: *When did they walk in the park?* Elicit the answer: *Yesterday*. Tell the Ss that this tense is called the **past simple**. Read the rule and invite the Ss to tell you if it's true or false.
 - Refer the Ss to the sentences again and elicit the use of **-ed** at the end of the verb to form the **past simple**. Elicit the spelling rules by writing the verbs *walk, study* and *stop* in the **present** and **past** forms on the board.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 3 a. Read the instructions and explain the task. Allow the Ss some time to read through the poem and fill in the gaps with the appropriate verb form. Check the Ss' answers.
 - b. • Read the instructions and the example and explain the task.
 - Play the cassette/CD. The Ss close their eyes and listen to the poem.
 - The Ss draw a scene from the poem accompanied by a brief description and present it to the class.

Suggested Answer Key

These are Cheyenne children. They are playing their favourite games.

These are young Cheyenne men. They are dancing by the light of the fire. etc

4 **Focus ►** identifying and distinguishing between the /d/, /t/ and /ɪd/ sounds in Past Simple -ed endings

- Read through the instructions and explain the task. Point out that the pronunciation of verbs in the **past simple** varies according to the letters that precede the -ed ending. Present the rules.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the table. Check the Ss' answers.

5 **Focus ►** introducing and practising Prepositions of Time

- Say, then write on the board: **On Sunday, in March, at the weekend.** Underline the words in bold. Ask the Ss to tell the class how we use **on, in, at** (on: days, dates, in: months, seasons, years, at: times of the day, weekend, etc.).
- Drill your Ss.
e.g. T: Saturday
S1: On Saturday
T: summer
S2: In the summer etc
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- Read the instructions and explain the task. Allow the Ss some time to read the sentences and underline the correct preposition. Check the Ss' answers.

6 a. **Focus ►** predicting

Go through the rubric with your Ss and explain the task. The Ss brainstorm and make a list of any words that come to mind. Tell them they can use their dictionaries, if they wish.

Ss' own answers

b. **Focus ►** listening to an Inuit about his life in the past

- Go through the instructions and explain the task.
- Play the cassette/CD. The Ss listen and complete the task. Check the Ss' answers.

7 **Focus ►** reading for specific purposes

Go through the instructions and explain the task. Allow the Ss some time to read through the text and choose the correct item. Check the Ss' answers.

Variation

Alternatively, you can ask your Ss to check their answers with their partners first. Then, ask some pairs of Ss to report back to the class.

Extension

Ask your Ss comprehension questions.

e.g. *Where did the Inuit usually live?*

What material did they use to make their tents?

What is a kayak? etc

8 **Focus ►** note taking, reporting to the class

Read the instructions and explain the task. Allow the Ss some time to read through the article and keep notes. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Suggested Answer Key

My name is Matulik and I was born in 1901 in an igloo. During the summer we lived in a tent made from seal or caribou skin, but during the winter we also lived in snow houses called igloos. My father was a very good hunter and taught me how to hunt when I was a child. I'll always remember the celebrations we used to have, in which we danced to the rhythm of the drums and everybody played games. My grandparents told us stories about the past and we would listen to them for hours and hours.

Optional Reinforcement & Extension Activities

Ask the Ss to find more information about the life of the Inuit and the Cheyenne and prepare, in pairs or small groups, posters with pictures and a short description. If they have Internet access, they can visit the following sites:

www.inuitart.org (For Inuit pictures and carvings.)
<http://listen.to/cheyenne.pictures> (For pictures connected with the Cheyenne. They can also click on the pictures and listen to the Cheyenne word.)

Pronunciation

▶ /ed/

4 Listen and tick (✓).

	/d/	/t/	/ɪd/
listened	✓		
played	✓		
decided			✓
stopped		✓	

Exploring Grammar

▶ Prepositions of Time

Grammar Reference

On Monday, 7th July, Valentine's Day, etc.
 In May, the winter, 1998, etc.
 At the weekend, 4 o'clock yesterday, etc.

5 Read and underline the correct preposition.

- I was born at/on 16th February.
- We visited our uncle at/on the weekend.
- They moved to their new house in/on 1983.
- He opened his restaurant on/at New Year's Day.
- She phoned her mother at/in 11 o'clock yesterday.

Listening & Reading

- 6 a. You are going to hear Matulik, an Inuit, talking about life in the past. What words come to mind when you think of the Inuit? Tell the class.

- b. Listen and choose the sentence that best describes the Inuit way of life.

- A The Inuit were cruel to animals.
 B The Inuit never had celebrations.
 C The Inuit were happy with their way of life.

7 Read the article about the Inuit and choose the best word (A, B or C).

- | | | |
|---|---|---|
| 1 A at | <input checked="" type="radio"/> B in | C on |
| 2 A who | B which | <input checked="" type="radio"/> C how |
| 3 A uses | B use | <input checked="" type="radio"/> C used |
| 4 A with | <input checked="" type="radio"/> B for | C by |
| 5 A listen | <input checked="" type="radio"/> B listened | C are listening |
| 6 <input checked="" type="radio"/> A When | B And | C Before |

The INUIT*

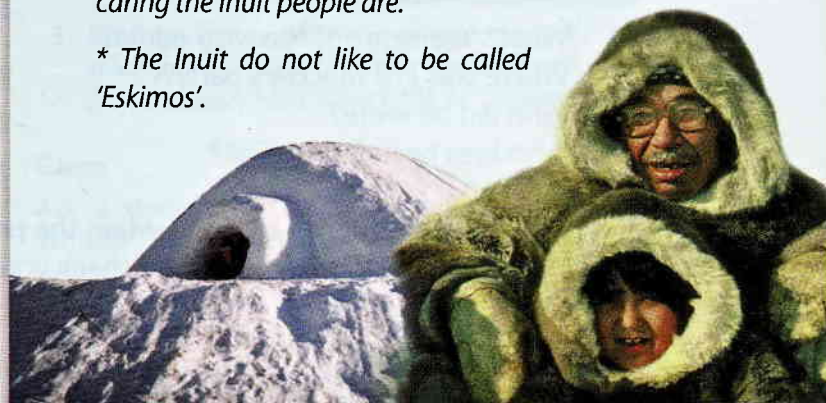
Matulik is an Inuit. These are his memories of the old way of life. He wrote them in 1975, when he was 74: *I was born 1) 1901, in a snow house – or igloo. We didn't always live in an igloo, as most people think! Sometimes, in winter, maybe – but only for a short while. In summer we lived in a tent made from seal or caribou skin.*

My father was a very good hunter and showed me 2) to hunt. We hunted seals, whales, polar bears and caribou. We 3) our kayak (a type of canoe) or our dogs and sleds. We only killed animals when we needed to, and we used every part of the animal 4) food, clothes, tents, and spears!

My best memories are the celebrations we used to have – there was always drumming and dancing and games for children and grown-ups! Our grandparents told us wonderful stories, and we 5) to them for hours. It was my favourite time!

6) the white man arrived, life changed forever for the Inuit. I'm telling you the way it was, so that people can see how strong and caring the Inuit people are.

* The Inuit do not like to be called 'Eskimos'.



Speaking

- 8 Portfolio: You are Matulik. Read the article again and keep notes under the following headings. Then, tell the class about the old way of life.

- when you were born
- where you lived in summer/winter
- your father • your best memories
- your grandparents

Listening

Past habits and activities

- 1 a. Do you watch soap operas on TV? What are they usually about? Which is your favourite one? Why?
- b. Listen to two friends talking about their favourite soap opera and answer the questions.

Jason: Did you watch *The Northerners* last night?

Debbie: No, I didn't. I missed it. What happened?

Jason: Oh, it was really good! The Mackeys were away for the weekend and Phil decided to have a party.

Debbie: Oh, no! Let me guess. He destroyed the house, right?

Jason: Well, not quite. He invited all his friends from school, so it was a really noisy party.

Debbie: I bet Mabel next door was happy, then!

Jason: She called the police, as usual.

Debbie: Oh, typical!

Jason: Yes, but guess what happened when the police arrived!



- 1 What's the name of the soap opera?
- 2 Where was Phil Mackey's party?
- 3 Who did he invite?
- 4 Who lives next door to Phil?

- c. What do you think happened when the police arrived? Guess. Then, listen and check your answers.

Exploring Grammar

Past Simple (Negative/ Interrogative)

Grammar Reference

- 2 Read the dialogue in Ex. 1 again and complete the sentences.

Negative	
I did not (didn't) walk to school yesterday.	
Interrogative	Short Answers
Did you watch the film last night?	Yes, I did./No, I didn't.

- 3 Put the verbs in brackets into the Past Simple.

1 A: Did you **visit** (visit) your grandmother last Sunday?

B: No, I **studied** (study) for an exam.

2 A: Did your mum **bake** (bake) a chocolate cake yesterday?

B: No, she **didn't**. She **changed** (change) her mind and **baked** (bake) an apple pie instead.

3 A: Where **did** they **stay** (stay) last summer?

B: They **rented** (rent) a lovely cottage in the country.

GAME

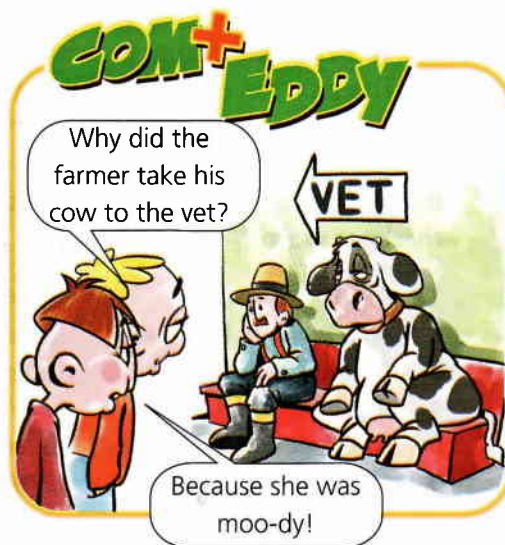
Your teacher whispers to you what you did yesterday. Draw a picture on the board. The rest of the class tries to guess what you did.

Teacher: (whispers wash hair)

S1: (draws a bottle of shampoo) What did I do yesterday?

S2: Did you wash your hair?

S1: Yes, I did.



It's all in the past!

Objectives/Targets: talking about past habits and activities

Vocabulary: past habits and activities

Language focus

Grammar: Past Simple (Negative and Interrogative form)

Language in use: Did you watch TV last week?

Yes, I did.; I used to believe there was a man on the moon.

Listening: a dialogue between two friends talking about their favourite soap opera

Skills involved: listening for specific information; answering open-ended questions

Reading: website entries

Skills involved: ranking

Speaking: talking about actions in the past (pair work)

Everyday English: talking about the weekend

Writing: an entry for a website

1 a. **Focus ►** warming up

Read through the instructions and explain the task. Ask individual Ss to report to the class about their favourite soap operas. Have a class discussion.

b. **Focus ►** listening to two friends talking about their favourite soap opera

- Read the instructions and the questions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and answer the questions. Check the Ss' answers.

Answer Key

- 1 *The Northerners*
- 2 *In his house (while his parents were away for the weekend)*
- 3 *All his friends from school*
- 4 *Mabel*

c. **Focus ►** predicting

- What do the Ss think happened after the police arrived? Have a class discussion.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers.

Answer Key

Mabel fainted and the policeman carried her next door to the party. Mabel ended up staying there all night and enjoying the party.

Tapescript

Debbie: I don't know. Tell me.

Jason: Well, Mabel opened the door a bit to look out, but Pugsy ran out into the street.

Debbie: Silly dog! And then what?

Jason: The police car tried to stop and crashed into Mabel's front door! She fainted with shock. So the policeman carried her next door!

Debbie: To Phil's? To the party?

Jason: Yes, it was so funny! She stayed there all night and ended up dancing and singing with all the others!

Debbie: You're joking! I missed a really good episode!

Focus ► introducing/practising Past Simple (Negative/Interrogative)

- 2 • Read the sentences in the table. Focus the Ss' attention on the missing words. Ask them to read through the dialogue quickly and complete the missing words. Check the Ss' answers.
 - Elicit the use of **did** in **negative** and **interrogative** sentences. Say, then write on the board: *I played tennis yesterday. Did you play tennis yesterday? I didn't play tennis yesterday.* Point to the verb *play* in the three sentences and elicit its form in **affirmative**, **negative** and **interrogative** sentences. Present the **short answers**.
 - Drill your Ss. Write prompts on the board. Individual Ss make sentences.
e.g. T: *watch/TV/last night?*
S1: *Did you watch TV last night?*
T: *not watch TV/yesterday*
S2: *I didn't watch TV yesterday, etc*
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 3 Read the instructions and explain the task. The Ss read and complete the task. Circulate and provide any necessary help. Check the Ss' answers.

Game

Ask a student to come to the front of the class. Whisper to him/her what he/she supposedly did yesterday. The student draws a picture on the board illustrating what he/she did. The rest of the class asks questions in order to find out what the action was. Whoever guesses first comes to the board and the game continues.

4 a. **Focus ►** personalisation, information gap activity

- Read through the instructions and explain the task. Allow the Ss some time to read through the table and write about themselves.
- The Ss, in pairs, ask and answer using the prompts and the example as a model, and complete the table.

Suggested Answer Key

2 A: *Did you order a take-away meal last week?*
B: *Yes, I did. I ordered one five times.*

3 A: *Did you study all evening yesterday?*
B: *No, I didn't.*

4 A: *Did you visit your friends last week?*
B: *Yes, I did. I visited them three times.*

5 A: *Did you use the Internet last week?*
B: *Yes, I did. I used it six times. etc*

b. **Focus ►** reporting to class

Explain what a *busy bee* and a *lazy lizard* are. Individual Ss tell the class about their partners. The rest of the class decides if he/she is a busy bee or a lazy lizard.

5 a. **Focus ►** Everyday English, talking about the weekend

- Read the instructions and the language in the box and explain the task. Allow the Ss some time to fill in the gaps.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers. Ask individual Ss to report back to the class.

b. **Focus ►** personalisation, oral reproduction

Read out the instructions and explain the task. The Ss, in pairs, act out similar exchanges, using their own ideas and the example as a model. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

6 a. **Focus ►** scanning a web page

Refer the Ss to the web page illustration on page 73. Read the instructions and the questions. What do they think the web page is about? Have a class discussion.

Answer Key

b

b. **Focus ►** ranking

Read the instructions and explain the task. The Ss read silently and rate the entries. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

c. **Focus ►** personalisation

Read the instructions and explain the task. Individual Ss use the prompts and the example and report back to the class.

Ss' own answers

7 **Focus ►** writing an entry for a web page

- Refer the Ss to the web page on page 73. Ask individual Ss to use some of their own ideas and the entries as a model and produce similar entries orally in class.
- The Ss write similar entries as written homework. Display their work. The Ss go through the entries and decide on the funniest entry.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Ask the Ss to watch their favourite soap opera and, during the next lesson, to tell the class what happened in the episode they watched.

Speaking

- 4 a. Write about you. Then, ask your friend.



	Me	My Friend
Last week, how many times did you ...		
1 watch TV?
2 order a take-away meal?
3 study all evening?
4 visit friends?
5 use the Internet?
6 play a sport?
7 help your parents?
8 listen to music?

A: Did you watch TV last week?
B: Yes, I did. I watched it five times.

- b. Now tell the class about your friend.
The class decides whether your friend is a busy bee or a lazy lizard.

Harry didn't watch TV at all. He ordered ...

Everyday English

▶ Talking about the weekend

- 5 a. Look at the table and complete the sentences. Then, listen and check your answers.

Asking	Answering
• How was your weekend?	• Really hectic!
• Did you do anything special at the weekend?	• Not bad.
• Did you have a good weekend?	• No, it was a complete disaster!

A: How was your weekend?
B: Really hectic! Shopping, cinema – tennis on Sunday. How was yours?
A: Not bad, I just relaxed at home.

- b. Now, in pairs, act out similar dialogues about your weekend.

Reading

- 6 a. Look at the web page below. Is it about:
a) things people did regularly in the past and continue to do now? or b) things people did regularly in the past but they don't do now?
b. Read the entries. How much did you like them? Rate them by colouring in the stars.

Things I used to do when I was a kid

kellysmith
I used to believe my PE teacher's name was Jim Class!
rating: ☆ ☆ ☆ ☆ ☆

georgeatkins
I used to think kangaroos kept their money in their pouches!
rating: ☆ ☆ ☆ ☆ ☆

juliebrown
I used to eat my dog's biscuits – I thought the brown ones were chocolate!
rating: ☆ ☆ ☆ ☆ ☆

samallan
I used to think little people lived inside our TV!
rating: ☆ ☆ ☆ ☆ ☆

bobsoars
I used to like tomato ketchup on everything. I used to eat tomato ketchup sandwiches!
rating: ☆ ☆ ☆ ☆ ☆

- c. Looking back! What did you use to believe/wear/eat/watch/like/play?

I used to believe there was a man on the moon.

Writing (a web page entry)

- 7 Portfolio: Write your entry for the web page about the things you used to do. Have a class discussion about the funniest entries.

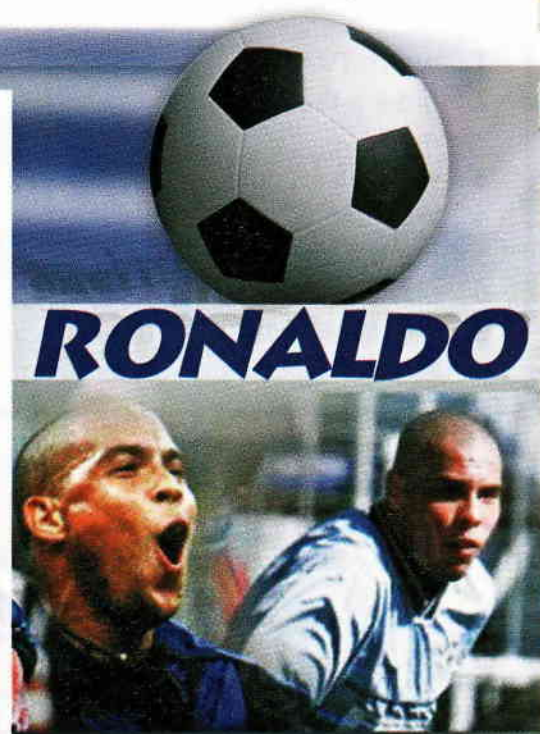
From rags to riches

Writing (a biography)

- 1 Who's the man in the picture? What do you know about him? Tell the class.
- 2 Read the biography and match the numbers (1-3) to what they refer to (a-c).

- | | | | | |
|---|------|---|---|--|
| 1 | 1976 | → | a | the age he was when Jairzinho discovered him |
| 2 | 14 | → | b | the goals he scored for a Brazilian team |
| 3 | 54 | → | c | the year he was born |

- 1 Ronaldo Luiz Nazario da Lima, the famous footballer, was born on 22nd September 1976 in a poor area of Rio de Janeiro, Brazil.
- 2 Ronaldo didn't have the things most children have, but his great joy in life was football. He often missed school and was usually outside with his friends, with no shoes on, playing football with a rag ball! Ronaldo's mother didn't want him to play football. She believed that there was no future in this for him. But Ronaldo loved the sport so much that nothing could stop him from playing it.
- 3 When Ronaldo was 14 years old, a former football player, Jairzinho, discovered him. He realised that he was a talented player, and two years later Ronaldo played for a Brazilian team, scoring 54 goals in 54 games! Ronaldo was on his way to the top and everyone wanted him on their team. In fact, they thought he was the greatest football player since Pele.
- 4 Today, Ronaldo is one of the best players in the world and everyone knows his name. He is living proof of a person who turned his dream into a reality!



- 3 Read the biography again and answer.

In which paragraph does the writer mention ...

- A Ronaldo's present life and feelings? para: 4
- B the beginning of his success? para: 3
- C Ronaldo's name, job, date and place of birth? para: 1
- D Ronaldo's early years? para: 2

Discuss & Write

- 4 Who is your favourite singer/athlete/actor? Think and complete the spidergram and tell the class.



Study skills

Organising your ideas

Before you begin writing, organise your ideas in a spidergram. This will help you write your composition.

- 5 Portfolio: Use the information in Ex. 4 and the model in Ex. 2 and write a biography of a famous person for a magazine.

From rags to riches

Objectives/Targets: writing biographies

Vocabulary: words related to biographical writing

Reading: a biographical text about a football star

Skills involved: inferring, identifying language cohesion devices and genre structure

Writing: a biography about their favourite singer, athlete or actor

1 **Focus ►** setting the scene

Focus the Ss' attention on the pictures illustrating the text. Ask Ss to identify the person and tell the class as much information as they can about him.

2 **Focus ►** reading for specific information

Read through the instructions and the text with your Ss and elicit any unknown vocabulary. Explain the task and allow the Ss some time to complete it. Check the Ss' answers.

Extension

Ask your Ss comprehension questions about the text in Ex. 2.

e.g. *Where was Ronaldo born?*

What kind of material did he use to make his footballs?
etc

3 **Focus ►** identifying genre structure

Read the rubric and explain the task. Allow the Ss some time to complete it. Circulate and provide any necessary help. Check the Ss' answers.

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through it and explain that it is easier for us to write a composition when we have noted down all of our thoughts in a plan. Just like when we give someone directions, it is easier to write about something we see rather than about something we don't.

4 **Focus ►** generating ideas

Read the instructions and explain the task. Before you begin, decide with your Ss the name of the famous person you are going to be using as an example. Write this name on the centre of the board. Elicit information about this person and write it in the corresponding boxes on the board. Repeat

the procedure until the spidergram is complete. Allow the Ss some time to complete the equivalent spidergram in their books, with information about their favourite famous person. Ask individual Ss to report back to the class.

Ss' own answers

5 **Focus ►** writing the biography of a famous person

- Refer your Ss to the text in Ex. 2. Ask them to use their ideas from Ex. 4 and the text from Ex. 2 as a model and write a similar text about their favourite famous person in their notebooks.
- The Ss write a biography about their favourite famous person as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

Give your Ss short biographies of famous people. Ask them to read through them and write a spidergram including the information from the text.

History

Objectives/Targets: talking about the birth of youth culture

Vocabulary: fashion; movies and music related words

Speaking: talking about the different trends in the fifties (pair work)

Reading: a short text about the birth of the youth culture

Skills involved: reading for specific information

1 a. **Focus ►** setting the scene

- Read the instructions and the questions. Have a class discussion. Brainstorm for different types of music.
- Play the cassette/CD, twice if necessary. The Ss listen and match the extracts to the decades. Check the Ss' answers.

Answer Key

Extract 1 – 1980s

Extract 2 – 1950s

Extract 3 – 1920s

Extract 4 – 1970s

2 **Focus ►** pair work, discourse management skills

Ask the Ss to think of teenagers today. Do they wear the same clothes as grown-ups? How about their hairstyle? Do they listen to the same songs? Do they watch the same films? Explain that in the past teenagers were not like that. When did teenagers first start to have their own way of thinking? Read the instructions and tell the Ss they're going to talk about the 50s. The Ss, in pairs, discuss and complete the task. Ask some pairs of Ss to report back to the class.

Answer Key

A: *I think the most interesting trend was that blue jeans became popular. What about you?*

B: *I think the most interesting trend was that men started to wear boxer shorts. etc*

3 **Focus ►** reading about the birth of youth culture

Read the instructions and explain the task. Allow the Ss some time to complete the task. Ask individual Ss to report back to the class. Explain any unknown words. Ss read out from the text.

Suggested Answer Key

Young people had a voice of their own.

They didn't dress like their parents.

They listened to different music than their parents.

They had their own money.

They made their own decisions.

They changed the way they looked at themselves. etc

Extension

Ask your Ss comprehension questions about the text in Ex. 3.

e.g. *When did the Second World War end?*

When did young people start making decisions of their own? etc

4 **Focus ►** writing a paragraph about the life of a 50s idol

- Read the instructions and explain the task. The Ss find information about 50s stars and present it to class. Display their work.
- The Ss write the star factfile as written homework. Display their work.

Answer Key**Marilyn Monroe**

Date of birth: 1st June 1926 in Los Angeles

Famous films: *Gentlemen Prefer Blondes* (1953), *Some Like It Hot* (1959)

Marlon Brando

Date of birth: 3rd April 1924 in Omaha, Nebraska

Famous films: *The Wild One* (1953), *The Godfather* (1972)

James Dean

Date of birth: 8th February 1931 in Marion, Indiana

Famous films: *East of Eden* (1955), *Rebel Without a Cause* (1955)

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Ask your Ss to make notes about the differences there are today between their generation and their parents' generation. Have a class discussion.

Additional Materials

Word Perfect 8, p. 119


Grammar Check Exs 1-6, p. 128

Curricular Cuts

HISTORY

7

Listening

- 1  What's your/your parents' favourite type of music?
Listen and match the music extracts with the decades.

Extract 1	Extract 2	Extract 3	Extract 4
1920s	1950s	1970s	1980s



Speaking

- 2 The 50s marked the beginning of many new trends. What do you think was the most interesting trend? Discuss with your friend.

Fashion

- Women started to wear their hair in pony tails.
- Men started to wear boxer shorts.
- Blue jeans became very popular.



Music

- Rock n' roll was the most popular music.
- Famous singers such as Bill Haley, Elvis Presley, Jerry Lee Lewis became teenage idols.
- Portable radios became popular.



Films

- Drive-in movies first appeared.
- Teenagers copied the style of their favourite actors/actresses such as Marilyn Monroe, James Dean and Marlon Brando.



Reading

- 3 In what ways were young people in the 1950s different from those in the past? Read and answer.

THE BIRTH of YOUTH CULTURE

The Second World War ended in 1945 and by the 1950s, for the first time in history, young people started to have a voice of their own. Before the 50s, young people dressed like their parents, listened to the same music as their parents and took life seriously.

All that changed in the 1950s: young people now had their own money to spend and started to make their own decisions. The teenager was born!


Fashion and music were two areas where teenagers could express themselves and films were also a big influence on the styles of the times – James Dean, Marlon Brando, Elvis Presley and Marilyn Monroe were all teenage idols, and helped change the way teenagers looked at themselves.



Writing

- 4 **Portfolio:** Find information and write paragraphs about the lives of Marilyn Monroe, Marlon Brando and James Dean. Include: pictures, dates of birth, famous films, clothes, hairstyles, etc.

Listening

- 1 What is an extinct animal? Read and choose.
 - ① An animal that no longer exists.
 - 2 An animal that lives only in certain places in the world.
- 2  What things can you see in a museum of Natural History? Read the information below quickly and find out. Then, listen and complete.

MUSEUM OF NATURAL HISTORY

Entrance Hall: paintings of flowers and

Upstairs

Left: models of dinosaurs and other extinct


Right, in the theatre: a film about planet Earth. The film lasts minutes.

Museum shop: sells models of extinct animals, , postcards, etc. Guide books cost

Museum closes at

Reading

- 3 a. Look at the pictures and the title. What is the text about? Which picture shows: a) a fish? b) a bird? c) a reptile?

- b.  Match the parts of the body with the creature. Then, listen and read and check your answers.

- | | |
|--|---|
| 1 small head, long neck and tail, flippers | C |
| 2 fin, bony blades | A |
| 3 small head, long neck, big wings, thick legs | B |

Exploring Grammar

► Past Simple (Had/Could)

Grammar Reference

The Elephant Bird **didn't have** a big head. It **had** a small head. It **could** walk, but it **couldn't** fly.

- 4 Read the sentences above. What is the *present simple* form of the verbs *had* and *could*? Then, read the text again and underline all the *past simple* forms of the verbs 'have got' and 'can'.

Creatures of long ago!

Our planet is home to thousands of amazing animals, but what is more amazing is all the different types of animals that once existed on Earth. Some of the creatures that used to roam the world look as if they belong in a horror film!

Dunkleosteus was a frightening creature!

It was up to ten metres long and had a fin on its back like a shark. Dunkleosteus had two long bony blades that could crush just about anything! It could swim very fast and it ate other fish, including sharks and even its own kind!

A



Once on planet Earth...

Objectives/Targets: talking about extinct animals

Vocabulary: parts of the body

Language focus

Grammar: Past Simple (Had/Could)

Language in use: Plesiosaurus didn't have a big head. It had a small head. Plesiosaurus could swim.

Listening: information about the Museum of Natural History

Skills involved: listening for specific information (gap filling)

Reading: three texts about creatures that no longer exist

Skills involved: reading for specific information

Speaking: talking about extinct animals (pair work)

Writing: about an extinct animal (project)

1 **Focus ►** setting the scene

Read the instructions and the optional definitions. The Ss choose what an extinct animal is. Brainstorm for extinct animals the Ss know (e.g. dinosaurs, the Dodo, etc.).

2 **Focus ►** listening to information about the Museum of Natural History

- Read the title and the introduction to the exercise. Allow the Ss some time to scan through the text and find out what kind of things they can see in this museum. Ask individual Ss to report back to the class.

Suggested Answer Key

paintings of flowers, models of dinosaurs and other extinct animals, buy models of extinct animals and other souvenirs, etc.

- Go through the text and elicit any unknown vocabulary. Play the cassette/CD, twice if necessary. The Ss listen and fill in the gaps. Check the Ss' answers.

Tapescript

Good morning everyone and welcome to the Museum of Natural History. Before you take a look around, let me tell you about some of the things we have here for you.

Here in the Entrance Hall, you can see some wonderful paintings of flowers and plants from all over the world. Upstairs on the left, is our famous extinct animals exhibition. You can see the models of our favourite dinosaurs and extinct animals such as the Dodo and the woolly Mammoth.

On the right, there is a small theatre where you can watch a film about how our planet looked millions of years ago. The film lasts 45 minutes and it plays every hour on the hour.

And don't forget to visit our shop before you leave. There are some wonderful models of extinct animals and you can buy T-shirts, postcards and lots more! You can also buy a guide book in the shop and that costs just one pound!

We close today at 17.50, so you've got lots of time to enjoy yourself. If you ...

3 a. **Focus ►** predicting

- Refer the Ss to the pictures on pages 76-77. Ask the Ss to read the title and tell the class what they think the text is about (extinct animals).
- The Ss look at the pictures again and answer the questions.

Answer Key

a *Dunkleosteus*

c *Plesiosaurus*

b *Elephant Bird*

b. **Focus ►** presenting parts of the body

- Read the instructions and explain the task. Go through the parts of the body and present/ elicit them. Allow the Ss some time to match the parts of the body to the animal.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers.

Focus ► introducing and practising the Past Simple of the verbs *have* and *can*

- Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask Ss to translate the sentences. Ask Ss to tell you the present form of the verbs **had** and **could** (*have got* and *can* respectively).
- Ask the Ss to go through the texts and underline all the **past simple** forms of the verbs 'have got' and 'can'.
- Elicit the **past simple negative** and **interrogative** forms of the verbs.
- Refer your Ss to the **Grammar Reference** at the back of their books for further details.

- 5 Read the instructions and explain the task. Allow the Ss some time to read the text again and correct the sentences. Check the Ss' answers.

Answer Key

- 2 *Plesiosaurus could swim.*
 - 3 *The Elephant Bird didn't have a short neck. It had a long neck.*
 - 4 *The Elephant Bird couldn't fly.*
 - 5 *Dunkleosteus didn't have two fins on its back. It had one.*
 - 6 *Dunkleosteus could swim.*
- 6 **Focus ►** engaging in pair work, oral reproduction

Go through the instructions and explain the task. The Ss work in pairs to talk about the extinct animals. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- A**
- 1 *It was called Dunkleosteus.*
 - 2 *It was a fish.*
 - 3 *It was ten metres long.*
 - 4 *It had a fin on its back, like a shark. It didn't have teeth, but it had two long bony blades.*
 - 5 *It could swim.*
- B**
- 1 *It was called Elephant Bird.*
 - 2 *It was a bird.*
 - 3 *It was three metres tall.*
 - 4 *It had a long neck and a small head. Its body was large and it had wings and two short, thick legs.*
 - 5 *It couldn't fly.*
- C**
- 1 *It was called Plesiosaurus.*
 - 2 *It was a reptile.*
 - 3 *It was from three to eighteen metres long.*
 - 4 *It had a long neck and tail, a small head, and four flippers.*
 - 5 *It could swim and walk on land.*

- 7 **Focus ►** writing about an extinct animal

- Refer your Ss to the extinct animal descriptions on pages 76-77. Ask them to draw a picture and write a similar text about an extinct animal of their own choice, in their notebooks.
- The Ss write the extinct animal description as written homework. Display their work.

Note: If they wish, the Ss can "make up" an extinct animal combining parts of the body from different animals.

Suggested Answer Key

The Dodo was a large, fat bird. It had grey feathers and a white tail. The Dodo bird had wings, but it couldn't fly. It also had short yellow legs. Its head was light grey with small, yellow eyes.

The woolly rhino was a huge mammal that lived during the Ice Age. It had a very large body and a thick coat. It also had a huge pair of horns that grew to about a metre long!

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Tell the Ss that a lot of animals nowadays are in danger of becoming extinct. If we do not help those animals, then people in the future will read about them only in books. Ask them to find information about an endangered animal and report their findings to the class. Ask them to keep notes under the following headings: *name, where they live, description, reason for being in danger*. Have a class discussion as to how we can help to protect those animals.

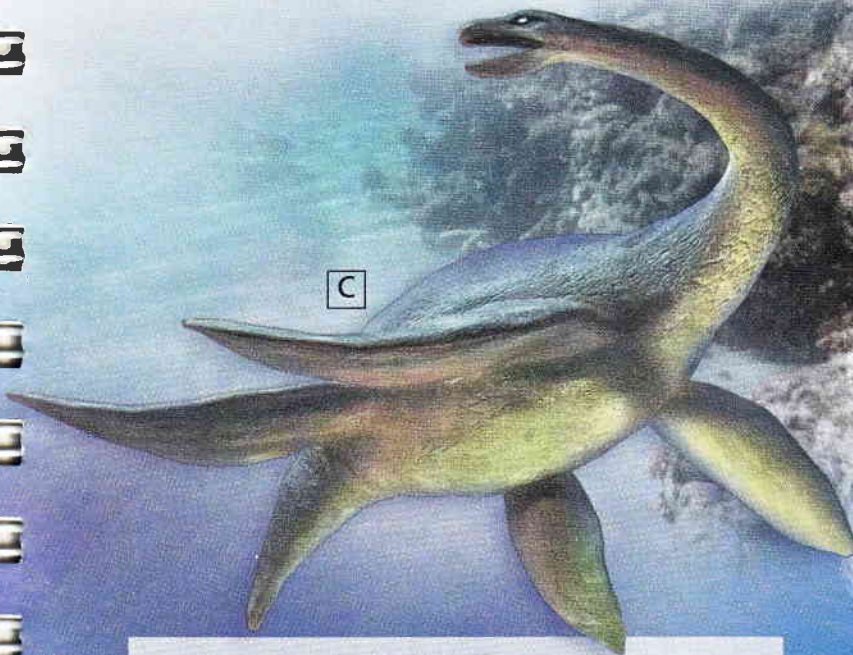
Note: A good site for the Ss to visit is:
www.nature.ca/notebooks/english/enexpg.htm

B



The last Elephant Bird died in 1649. This huge creature was the heaviest of all known birds. It had a long neck and a small head. Its body was large and it had wings and two short, thick legs. Its eggs were the largest in the animal kingdom. The Elephant Bird was three metres tall and weighed four hundred and fifty kilos. Not surprisingly, it couldn't fly!

C



Plesiosaurus was a reptile that lived during the Jurassic period. It was not a dinosaur, but a sea creature that was from three to eighteen metres long. It had a small head, a long neck and tail and four flippers. Plesiosaurus could probably walk on land. Some people believe that the Loch Ness Monster is a Plesiosaurus!

5 Read the text again and correct the sentences.

- 1 Plesiosaurus had a big head.
- 2 Plesiosaurus couldn't swim.
- 3 The Elephant Bird had a short neck.
- 4 The Elephant Bird could fly.
- 5 Dunkleosteus had two fins on its back.
- 6 Dunkleosteus couldn't swim.

- 1 *Plesiosaurus didn't have a big head. It had a small head.*

Speaking

6 Look at the extinct animals. Work with a friend. Discuss these questions.

- 1 What was it called?
- 2 What type of creature was it?
- 3 How big was it?
- 4 What did it look like?
- 5 What could it do/not do?

Writing

7 Portfolio: You are a famous palaeontologist! Write about an extinct animal. Include: pictures/drawings, name, type of animal, what it looked like, what it could do/not do.

COM+EDDY

Eddy, what do you call a gorilla with bananas in its ears?

I don't know, Com.



You can call it what you like. It can't hear you!



Animal hall of fame

Reading

► Animals


- 1 a. Why are these names important in the history of space travel?

• Yuri Gagarin • Neil Armstrong • Laika

- b. Read the headline and look at the picture. What do you think the text is about?

- 2 Read the text quickly and find ...

- 1 what HAM stands for.
- 2 two colours.
- 3 where HAM went in 1963.
- 4 how old HAM was when he died.
- 5 three nouns with the word 'space' in them.


- 3  Listen and read. Answer the questions.

- 1 When did HAM fly to space?
- 2 How old was HAM when he went to the National Zoo in Washington?
- 3 Where's HAM's grave?

- 4 Say four things you remember about HAM and his travel to space.

Exploring Grammar

► Past Simple (Irregular Verbs)

 Grammar Reference

They **went** to the zoo yesterday.
Did she **go** to school yesterday?
He **didn't go** to the gym last night.

- 5 Study the examples above. Then, read the article again and underline the *Past Simple* of the following verbs.

• fly • do • come • go
• take • hang • make

One small step for a chimp!

Before man ever reached the stars, there were chimps! No one really seems to remember these brave animals, but they helped to make space exploration a reality.

The first chimp in space was called HAM (Holloman AeroMedical), a three-year-old from Africa. HAM was a smart, loveable chimp with a good nature – a perfect choice for the space flight. HAM flew into space on 31st January, 1961. During the flight, HAM did some simple tasks such as pulling a right-hand lever when a white light came on and a left-hand lever when a blue light came on. His spacecraft splashed down in the ocean and took in water, but helicopters flew in to rescue him!

Soon afterwards, the first astronauts followed the path made by the chimps. The rest, as they say, is history. The chimps hung up their spacesuits and retired! In 1963, HAM went to the National Zoo in Washington D.C., and in the early 80s he moved to North Carolina State Zoo. He died in 1983, aged 27 and was buried in front of the New Mexico Museum of Space.

Animal hall of fame

Objectives/Targets: talking about famous animals of the past

Vocabulary: vocabulary related to space travel

Language focus

Grammar: Past Simple (Irregular verbs)

Language in use: Flipper was a female dolphin and her real name was ...

Listening: two factfiles about two famous animals

Skills involved: listening for specific information (form completion)

Reading: a text about the first chimp in space

Skills involved: reading for specific information; scanning

Speaking: giving information about the lives of famous animals (monologue)

Pronunciation: the /æ/, /ɔ:/ and /eɪ/ sounds

Writing: a paragraph about a famous animal (project)

- 1 a. **Focus ►** introducing the theme of the unit, setting the scene

Read the instructions and the three space travellers' names. Have a class discussion as to the importance of the people/animal in the history of space travel.

- b. **Focus ►** predicting before reading

Ask your Ss to read through the title of the article and decide what the text is about.

Ss' own answers

- 2 **Focus ►** scanning a text about the first chimp in space

Read through the instructions and the five sentences and explain the task. Remind your Ss what scanning through a text implies (reading quickly through a text in order to track specific words or information). Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

- 1 Holloman AeroMedical
- 2 white, blue
- 3 the National Zoo in Washington D.C.
- 4 27
- 5 space flight, spacecraft, spacesuits

- 3 **Focus ►** reading and listening for specific information

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and complete the task. Check the Ss' answers. Explain any unknown words. Individual Ss read out from the text.

Answer Key

- 1 on 31st January 1961
- 2 six years old
- 3 in front of the New Mexico Museum of Space

- 4 **Focus ►** comprehension check

Read the instructions and explain the task. Individual Ss tell the class four things they remember about HAM.

Ss' own answers

Focus ► introducing and practising the Past Simple of Irregular Verbs

- 5 • Read the sentences in the table. Explain to the Ss that some verbs in the **past simple** change altogether. We call them **irregular verbs**. Elicit the form of the **irregular verbs** in **interrogative** and **negative** sentences.
- The Ss read the article quickly and underline the past simple of the given verbs.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.

Study Skills

Draw the Ss' attention to the **Study Skills** box. Read through it and point out that the past forms of irregular verbs can be found in their dictionaries. Demonstrate this yourself first with the help of a student, if necessary.

- 6 Read through the instructions and explain the task. Allow the Ss some time to look the verbs up in their dictionaries. Check the Ss' answers.

Answer Key

brought, cut, drank, ate, felt, got, gave, lied, put, ran, saw, shook, took, thought, wrote

- 7 Read the instructions and explain the task. The Ss, in pairs, ask and answer. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

- 8 **Focus ►** identifying and distinguishing between the /æ/, /ɑ:/ and /e/ sounds

- Read the instructions and explain the task. Allow the Ss some time to complete the table.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers. Ask individual Ss to say the verbs.

- 9 **Focus ►** practising Irregular Past Simple

Read the instructions and explain the task. Go through the sentences and explain any unknown words. The Ss read through the sentences and choose the correct item. Check the Ss' answers.

- 10 **Focus ►** listening to information about two famous animals

- Read the instructions and explain the task. Go through the tables and explain/elicite any unknown words.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the tables. Check the Ss' answers.

Tapescript

Flipper, the most famous dolphin in the world, was a female dolphin in real life. Flipper's real name was Mitzi and she was born in 1958. Flipper starred in a film and a TV-series – both called Flipper – in the 1960s and became a big animal star. Flipper died in 1972 and is buried beneath the statue of a dolphin in Santini's Porpoise School in Florida.

Lassie is probably the most popular dog of all time. Lassie was born in 1940 – the real Lassie was not a female dog, but a male dog called Pal. He made his first film, Lassie Come Home in 1943. Lassie was so popular that they gave him a star on the Hollywood Walk of Fame! Lassie died in 1957.

- 11 **Focus ►** reproducing the content of a listening text

Read the instructions and the example. The Ss, in pairs, use the information from Ex. 10 and the example as a model to talk about the animals. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

Flipper was a female dolphin and her real name was Mitzi. She was born in 1958 and starred in the TV show 'Flipper'. She died in 1972 and was buried beneath the statue of a dolphin.

Lassie was a male dog and his real name was Pal. He was born in 1940 and starred in the film Lassie Come Home. He has his own star on the Hollywood Walk of Fame. He died in 1957.

- 12 **Focus ►** writing a paragraph about an animal star

Ask Ss to write a paragraph about one of the animals in Ex. 10 in their notebooks as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Divide the class into two teams, A and B. The teams take turns to give the past simple form of the verbs given to them by you. Each correct answer wins a point. The team with the most points wins.

e.g. T: eat

Team A S1: ate

T: one point for Team A

T: shake

Team B S1: shook etc

- 2 Ss, on their own or in pairs, find information about space ships/shuttles and design a model space ship/shuttle. Make a display of the Ss' work.

Study skills

Past Simple Irregular Verbs

You can find the Past Simple of irregular verbs in your dictionary.

e.g. go – went

6 Look up the following verbs and write the *past simple* of each one.

- bring • cut • drink • eat • feel • get
- give • lie • put • run • see • shake
- take • think • write

7 In pairs, ask and answer the questions.

- 1 What time did you get up this morning?
- 2 What did you have for breakfast?
- 3 What did you do after breakfast?
- 4 How did you come to school today?
- 5 Who did you first see in class?

Pronunciation

► /æ/, /ɔ:/, /eɪ/

8 Write the *past simple* of the following verbs in the correct column. Then listen and check.

- begin • bring • drink • eat • fight
- give • make • swim • think

/æ/	/ɔ:/	/eɪ/
began	brought	ate
drank	fought	gave
swam	thought	made

9 Read the sentences about Rob's journey to Africa and choose the correct item.

- 1 Rob to Africa last month.
A saw **B** went C sent
- 2 He lots of people there.
A made B said **C** met
- 3 They into the mountains.
A spent **B** drove C got
- 4 There wild animals all around them.
A were B flew C ate
- 5 Rob some amazing photos.
A knew **B** took C drew
- 6 When he got back, he them to a famous magazine.
A sold B bought C brought

Listening & Speaking

10 Listen and complete.

Stage name: Flipper

Real name: Mitzi

Sex: female

Born: 1) 1958

Films/TV shows: Flipper

Died: 2) 1972

Special facts: grave beneath the statue of a
3) dolphin



Stage name: Lassie

Real name: Pal

Sex: 4) male

Born: 1940

Films/TV shows: Lassie Come Home

Special facts: has a 5) star on the Hollywood Walk of Fame

Died: 1957



11 Use the information above to talk about Flipper and Lassie.

Flipper was a female dolphin and her real name was ...

Writing

12 Portfolio: Choose one of the animals and write a paragraph about it.



Storyline

Reading

Study skills

Beginnings and endings of stories

When we begin a story, we say **where** and **when** the story takes place and **who** the people in the story are.

In the last paragraph, we usually give the **end of the story** and **people's feelings**.

- 1 Read and complete the sentences. Then, read the beginning of the story and answer the questions.



Alan Barnes **1) was (be)** in his hospital bed, staring out of the window at the bright August sunshine and thinking about the past. He felt as if he was a young boy again, and he **2) could (can)** walk and run and play football – all of the things that he couldn't do now. A young girl's voice **3) shook (shake)** him out of his daydream.

- 1 Where does the story take place?
- 2 When does the story take place?
- 3 Who is the story about?

- 2 Read and complete the sentences. Then, read the ending of the story and answer the questions.

Megan **1) held (hold)** his hand as he **2) took (take)** his first step. There were tears in Nurse Hammond's eyes as she held up her camera to capture the moment. He **3) felt (feel)** so thankful for this miracle in his life, and especially thankful to the young girl by his side. It was then that he realised how the greatest happiness can often follow the greatest sadness!

- 1 What happened in the end?
- 2 How did the man feel?

Speaking

- 3 Read the beginning and the ending of the story again. In pairs, use the questions below to decide on the events in the missing parts of the story.

- 1 Why do you think the man is in hospital?
- 2 Who is the young girl in the story?
- 3 How did the girl help the man? Why?

Exploring Grammar

► Time Words



Grammar Reference

He looked around, **then** opened the door and went in.

As soon as he got into bed, there was a knock on the door.

The dog started to bark **as** Paul got into his car. **Suddenly**, we heard someone screaming.

- 4 Read the examples above, then complete the sentences.

- 1 I was out in the garden. **Suddenly**, a huge dog jumped over the fence.
- 2 Everyone clapped **as** he walked in.

Storyline

Objectives/Targets: narrating events

Vocabulary: words related to telling a story

Language focus

Grammar: time words

Language in use: Yuri Gagarin died in a plane crash seven years after his space flight. Really? I didn't know that.

Listening: dialogue between a woman and her friend talking about an embarrassing experience

Skills involved: listening for specific information

Reading: guessing the beginning and ending of a story

Skills involved: reading for specific information; identifying genre structure

Speaking: narrating a story (pair work; opinion gap activity)

Everyday English: showing surprise

Study Skills

Draw the Ss' attention to the **Study Skills** box. Read through it and point out that it's best to begin a story by setting the scene. i.e. by saying **where** and **when** the story takes place and **who** the main characters are.

In the last paragraph, we conclude the story and describe the characters' reactions and feelings about the outcome.

1 **Focus ►** reading the beginning of a story

- Refer the Ss to the picture illustrating the exercise. What can they see? Where is the man? What time of day is it? What season? Have a class discussion.
- Read the instructions and explain the task. Allow the Ss some time to read the paragraph and fill in the blanks. Check the Ss' answers.
- The Ss read the beginning of the story and answer the questions. Ask individual Ss to report back to the class.

Suggested Answer Key

1 In a hospital 2 In August 3 Alan Barnes

2 **Focus ►** reading the end of a story

- Read the instructions and explain the task. Allow the Ss some time to read through the ending of the story and complete the task. Check the Ss' answers.
- The Ss read the ending and answer the questions.

Answer Key

- 1 He walked again.
- 2 He felt thankful and happy.

3 **Focus ►** engaging in pair work, filling in the missing events in a story

Read the instructions and explain the task. The Ss work in pairs and decide on the events in the missing parts of the story. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

- 1 Because he had a terrible car accident.
- 2 His doctor and his wife to be.
- 3 She was patient, caring and supportive. She helped him because it was her job and because she fell in love with him. etc

4 **Focus ►** introducing and practising Time Words

- Say, then write on the board: *He put on his socks, **then** his shoes.* Underline the word in bold. Explain that we use **then** to connect two sentences that happened in the past, one after the other. Now, say then write: *As soon as he opened the window, the alarm went off. He opened the window. **Suddenly**, the alarm went off. The alarm went off **as** he opened the window.* Underline the words in bold. Explain that we use the words/phrases, **as soon as** and **suddenly** in a similar way. Ask individual Ss to tell the class how we use each one of them. (*As soon as, introducing the action that happened first, Suddenly after a full stop at the beginning of the action that happened afterwards and as for actions that happen at the same time in the past.*).
- Refer your Ss to the **Grammar Reference** at the back of their books for further details.
- Read the instructions and explain the task. Allow the Ss some time to read the sentences and fill in the gaps. Check the Ss' answers.



Game

Divide the class into pairs. The Ss take turns and ask and answer the questions trying to avoid using Yes or No.

5 **Focus ►** introducing and practising phrases/sentences used to show surprise in spoken English

- Say, then write the expressions on the board and elicit any unknown words. Do some quick choral and/or individual repetition, if necessary, for correct pronunciation. Point out that we use these expressions to show surprise.
- Read the instructions and explain the task. The Ss, in pairs, use the expressions and the example to act out similar exchanges and complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Answer Key

- A: Vincent Van Gogh painted a picture every day for the last 70 days of his life!
B: No way!/Never!/I don't believe it./Wow!/Did he?
- A: Alexander Graham Bell invented the telephone but never called his wife because he was deaf!
B: No way!/Never!/I don't believe it./Wow!/Did he?
- A: Leonardo da Vinci could write with one hand and draw with the other at the same time!
B: No way!/Never!/I don't believe it./Wow!/Did he?

6 a. **Focus ►** listening to a woman narrating the most embarrassing moment of her life

Focus the Ss' attention on the picture illustrating the exercise. Where are they? How does the woman feel? Why? Have a class discussion. Then, the Ss listen and check their answers.

Ss' own answers

b. **Focus ►** guessing the end of a dialogue, reasoning gap activity

- Read the instructions and explain the task.
- The Ss, in pairs, continue the dialogue.
- Play the cassette/CD. The Ss listen and check their answers.

Ss' own answers

Tapescript

Rachel: One of them suddenly said 'Hit the floor!' I was really scared, so I hit the floor as quickly as I could, then my hat fell off and the money flew all over the lift!

Pam: Oh, no!

Rachel: But then one of the men bent down to help me up and said 'I'm so sorry ... I told my friend to hit the floor, I meant for him to press the button for our floor!'

Pam: How embarrassing! What did you do?

Rachel: I felt really stupid ... but I just smiled. They helped me to collect the money and asked if I was OK.

Pam: I don't believe it, and you thought they were thieves!

Rachel: But the worst part is, when I got back to the office, they were with Mr Gibbs.

Pam: No way! Who were they?

Rachel: His nephews!

- 3 It started to rain **as soon as** I stepped out of the door.
- 4 I saw smoke coming out of the oven **as soon as/as** I walked into the kitchen.
- 5 He picked up his suitcase, **then** got onto the train.

GAME

Answer your classmates' questions without using **Yes** or **No**.

S1: Did you watch a film last night?

You: I did./I watched a great film. etc

Everyday English

► Showing surprise

- Did it?
- Really? I didn't know that!
- Wow! • Never! • No way!
- I don't believe it!
- You're joking!
- Are you sure?

5 In pairs, act out short dialogues as in the example.

- Yuri Gagarin/die/in plane crash/seven years after/first space flight!
- Vincent Van Gogh/paint/ picture every day/the last 70 days/his life!
- Alexander Graham Bell/ invent/phone but/never call/his wife because/deaf!
- Leonardo da Vinci/write/one hand and draw/other/the same time!

A: Yuri Gagarin died in a plane crash seven years after his first space flight!

B: Really? I didn't know that!



Listening

- 6 a. Look at the picture. Where are the people? How does the woman feel? Why? Listen and read and check your answers.

Rachel: Something really embarrassing happened to me the other day!

Pam: Did it? What?

Rachel: Well, Mr Gibbs gave me five thousand pounds to take to the bank.

Pam: Wow! That's a lot of money!

Rachel: I know! I was really nervous about having so much money on me, so I put it under my hat ... you know, to be safe.

Pam: Yeah. Go on.

Rachel: Well, I was on my own in the lift, and then it stopped and two really big men got in. They looked a bit, well, scary.

Pam: Really. So what happened?

Rachel: Well the doors closed and the two men just stood there, looking at each other ... and I thought 'Oh, no! They know about the money!'

Pam: Never! So then what?

- b. What happened next? In pairs, continue the dialogue. Then, listen and check your answers.

Writing (a story)



Plan

Paragraph 1: time, place and people involved

Paragraphs 2-3: the events of the story, one after the other

Paragraph 4: what happened at the end & people's feelings

Last Saturday was the first day of my holiday. I jumped out of bed, feeling really happy and quickly got ready to leave for the airport. 'Spain, here I come!' I shouted as I got into the lift and pressed the button.

Ten seconds later, the lift made a strange sound and stopped suddenly. I couldn't believe it! I cried for help and heard a woman's voice outside. 'There's no electricity,' she said 'Be patient. I'll try to get help.'

I waited and waited and eventually someone came, but it took them a long time to rescue me. When I got out of the lift, I looked at my watch. It was too late to get to the airport in time!

I went back upstairs to my flat – not in the lift this time – and sat on the sofa, feeling really miserable. When I turned on the TV, there was a travel programme on. 'Hello holidaymakers,' the presenter said happily. 'This week we're in Spain and we're having a fantastic time!' I think that was the worst moment of my life!



- 1 a. Read the rubric. What should the story be about?



Write a story for a magazine competition with the title:
The worst moment of my life.

- b. Look at the pictures above. What do you think happened? Then, read the story and check your answers.

- 2 Read the story again and put the events in the order they happened.

- a I got ready to leave for the airport.
- b I got out of the lift, but it was too late.
- c I turned on the TV and there was a travel programme about Spain on.
- d I got into the lift and pressed the button.
- e I went back to my flat.
- f The lift made a strange sound and stopped.
- g A woman tried to get help.

1

5

7

2

6

3

4

Discuss & Write

- 3 Think of the worst moment of your life ...

- 1 When/Where did it happen?
Who were you with?
- 2 How did it start?
- 3 What happened then?
- 4 What happened in the end?
How did you feel?

Writing

- 4 **Portfolio:** Use your ideas from Ex. 3 and the model in Ex. 2 to write a story for a magazine competition about *the worst moment of your life*.

Feeling miserable!

Objectives/Targets: writing stories

Vocabulary: consolidation

Reading: a story about the worst moment of a girl's life

Skills involved: reading for specific purposes; identifying and categorising information

Speaking: talking about the worst moment of their lives (monologue)

Present the **Study Tip**. Focus the Ss' attention on the **Study Tip** box. Read through it and explain that each paragraph in a narration should include specific information. In this way, our compositions are always concise and the reader doesn't get confused.

Focus ► predicting before reading, setting the scene

- 1 a. Read the rubric. What should their story be about? Have a class discussion.
- b. • Focus the Ss' attention on the pictures illustrating the exercise. Ask individual Ss to describe what they see. What do they think happened next?
- Allow the Ss some time to read the text and check their answers. Ask individual Ss to report back to the class.

2 **Focus ►** reading a story

Read the instructions and explain the task. Allow the Ss some time to read the story again and put the events in the order in which they happened. Check the Ss' answers.

Extension

Ask the Ss comprehension questions about the text on page 82.

e.g. *Where was the girl?*

What was she doing?

Where was she going on holiday?

3 **Focus ►** generating ideas

Read the instructions and explain the task. Allow the Ss some time to read through the questions and answer them in writing, in their notebooks. Circulate and provide any necessary help. Ask individual Ss to report back to the class.

Ss' own answers

4 **Focus ►** writing a short story for a magazine competition

- Refer the Ss to the text in Ex. 1b. Ask them to use some of their ideas from Ex. 3 and Ex. 1b as a model and produce a story for a magazine competition about the worst moment of their lives.
- The Ss write the story as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

Ask your Ss to do a chain narration. Set the scene by providing them with the initial situation of the story. The Ss take turns narrating what happened next.

e.g. T: *I was at home last night.*

S1: *The phone rang.*

S2: *It was my grandmother. etc*

Black Beauty

Objectives/Targets: introducing the Ss to *Black Beauty*, a popular English novel

Reading: an extract from *Black Beauty*

Skills involved: reading comprehension skills; reading for specific information; inferring meaning from context

Vocabulary: words related to horses and their treatment

Speaking: about the kind of treatment horses like (monologue)

Writing: a 'For Sale' poster for *Black Beauty* (project)

1 **Focus ►** setting the scene

Focus the Ss' attention on the biographical information about Anna Sewell. The Ss read and answer the questions. Point out that authors often use elements of their own lives in their writing.

Answer Key

She had to use horse-drawn carriages a lot due to an accident she had as a child. She learned to love animals.

2 **Focus ►** reading an extract from a novel

- Read the instructions and explain the task. Allow the Ss some time to read through the text and find the answers to the questions. Check Ss' answers.

Answer Key

- 1 *Because it was beautiful and black.*
- 2 *Because he was so gentle and kind to it.*

- The Ss read the text again silently and decide on the meaning of the highlighted words. Ask individual Ss to report back to the class.

Answer Key

good-tempered: having an even temper, not getting angry.

stable: a building for the shelter and feeding of domestic animals, especially horses and cattle.

sensible: rational, reasonable

mane: the long hair along the top and sides of the neck.

gentle: kind

ticklish: sensitive to tickling.

stirred-up: to be roused or affected by strong feelings.

3 **Focus ►** talking about horses

Read the instructions and explain the task. Ask your Ss to read through the text once more, and highlight the phrases/sentences describing the kind of treatment horses like. Ask individual Ss to use the information they highlighted in order to make sentences and report back to the class.

Answer Key

Horses like people to talk to them a great deal.

Horses like people to be gentle and kind. etc

4 **Focus ►** making a 'For Sale' poster for *Black Beauty*

- Refer your Ss to the text about *Black Beauty*. Ask them to write a 'For Sale' poster about the horse, in their notebooks.
- The Ss make the 'For Sale' poster as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 If your Ss have access to a library or the Internet, divide them into groups and ask them to look for one of the following titles. The Ss work in groups in order to present the books to the class.
 - 1 *Brambly Hedge* by Jill Barklem
 - 2 *The wonderful adventures of Nils Holgerson* by Selma Lagerlöf
 - 3 *Winnie the Pooh* by A. A. Milne
 - 4 *The chronicals of Narnia: The Lion, the Witch and the Wardrobe* by C. S. Lewis
- 2 If your Ss have access to a copy of *Black Beauty*, divide them into groups and explain that they are going to make a presentation. Assign tasks to each group member e.g S1, find information about the main characters, S2 about the basic plot, S3 about the most important events etc. Assist your Ss to organise the information into a poster accompanied by drawings or pictures. Invite the groups, one by one, to the front of the class. Pin their posters up on the board. Each group member presents the information he/she has gathered. The rest of the class can ask questions on the information presented.
- 3 If you have access to a copy of *Black Beauty*, spend some time reading it to them. Alternatively, ask the Ss to borrow the book from a lending library and read it at home. During the next lesson, ask the Ss whether they liked it, what they liked most about it, etc.

Additional Material

Grammar Check, Exs 1-5, p. 129

Reading

- 1 Read the information about the writer. Why do you think she decided to write about horses?

Anna Sewell (1820-1878) was born in Norfolk, England. She had an accident as a child and used to move around on horse-drawn carriages. She learned to love animals, especially horses. She wrote only one book, *Black Beauty* (1877), the story of a mistreated horse.

Black Beauty tells the story of a horse who remains strong and good-tempered even though he is treated badly by some of his owners. It is also an exciting and moving story and helped change the way people treated animals.

- 2 Read the extract from the novel and answer the questions. Then, explain the words in bold.

- 1 Why did they decide to call the horse *Black Beauty*?
- 2 Why did Black Beauty like John?

Speaking

- 3 What kind of treatment do horses like? Read again and tell the class.

Horses like people to brush their mane and tail.

Writing

- 4 **Portfolio:** Unfortunately, *Black Beauty* changed owners many times. Make a 'For Sale' poster for *Black Beauty*. Include:

- picture
- short description of appearance and character

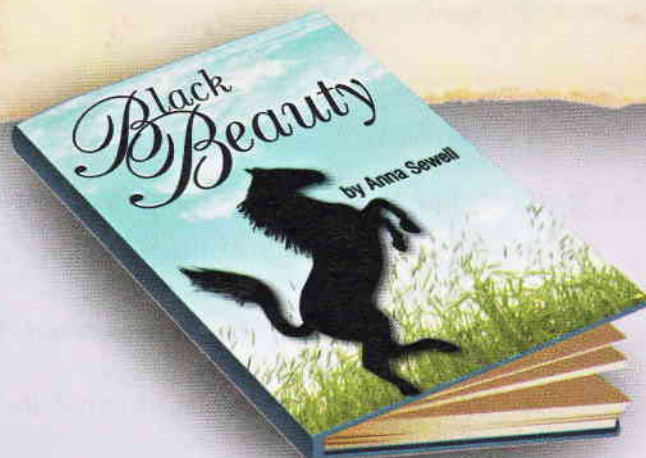
Black Beauty

"Yes," she said, "he is really quite a beauty, and he has such a sweet, **good-tempered** face, and such a fine, intelligent eye – what do you say to calling him Black Beauty?"

"Black Beauty – why, yes, I think that is a very good name. If you like it shall be his name;" and so it was.

When John went into the **stable** he told James that master and mistress had chosen a good, **sensible** English name for me, that meant something; not like Marengo, or Pegasus, or Abdallah.

John seemed very proud of me; he used to make my **mane** and tail almost as smooth as a lady's hair, and he would talk to me a great deal; of course I did not understand all he said, but I learned more and more to know what he meant, and what he wanted me to do. I grew very fond of him, he was so **gentle** and kind; he seemed to know just how a horse feels, and when he cleaned me he knew the tender places and the **ticklish** places; when he brushed my head he went as carefully over my eyes as if they were his own, and never **stirred up** any ill-temper.



Self-Assessment

MODULE 4

Vocabulary

1 Look and write the ordinal numbers.

- 1 1st: first
- 2 12th: twelfth
- 3 35th: thirty-fifth
- 4 3rd: third
- 5 5th: fifth
- 6 22nd: twenty-second
- 7 40th: fortieth
- 8 88th: eighty-eighth

(8 marks)

2 Read and match the words to the definitions.

- | | |
|--------------|--------------|
| a checkout | f kayak |
| b tepee | g spacesuit |
| c shepherd | h astronaut |
| d igloo | i wizard |
| e soap opera | j bricklayer |

- 1 **j** A person who builds walls or buildings.
- 2 **h** A person trained to travel in space.
- 3 **c** A person who looks after sheep.
- 4 **d** A type of house made from hard snow.
- 5 **e** A TV series about the lives of a group of characters.
- 6 **g** A piece of clothing people wear when they travel in space.
- 7 **b** A type of tent made from animal skin.
- 8 **i** A man that people believe has got magical powers.
- 9 **f** A type of boat with a covering over the top.
- 10 **a** The place in a shop where you pay for what you buy.

(20 marks)

Grammar

3 Complete the sentences using *Past Simple*.

- 1 I **could** (can) read and write when I was five years old.
- 2 The Elephant Bird **had** (have) wings, but it **couldn't** (can/not) fly.
- 3 We **didn't play** (not/play) football in the park yesterday.
- 4 When **were you** (you/be) born?

- 5 They **stopped** (stop) at the supermarket for some milk.
- 6 He **gave** (give) me his new T-shirt.
- 7 What time **did she get up** (she/get up) this morning?
- 8 They **flew** (fly) to Paris last Monday.
- 9 **Did you write** (you/write) a letter to Mark last night?
- 10 They **didn't run** (not/run) in the marathon after all.

(10 marks)

4 Read and underline the correct preposition.

We don't usually do very much 1) at/in the weekends, but last Saturday evening we drove out to our friend's cottage. 2) In/On Sunday, we got up 3) at/in six o'clock 4) at/in the morning! We wanted to go fishing on the lake. We caught a lot of fish! We came back some time 5) on/in the afternoon. 6) At/On night we cooked the fish over a fire outside. We sat around for hours, eating and talking. It was a lovely evening. We went to bed 7) in/at around midnight. Early the following morning, we drove back to the city. We can't wait for our next visit!

(14 marks)

Communication

5 Read and number the sentences.

- A **3** Well, my weekend was a complete disaster! I burnt the dinner, argued with Steve and lost my handbag!
- B **4** Oh, dear! Sorry I asked!
- C **1** Hi, Charles, how was your weekend?
- D **2** Not bad, Emma. I went out with some friends on Saturday and spent Sunday by the swimming pool. What about you?

(8 marks)

Listening

(For tapescript see p. 152T)

6 Listen to Val talking to Elaine about a children's play and tick (✓) A, B or C.

- | | | |
|---------------------------|----------------------------------|-------------------------------------|
| 1 Thomas is | A at school. | <input checked="" type="checkbox"/> |
| | B at the theatre. | <input type="checkbox"/> |
| | C at the shops. | <input type="checkbox"/> |
| 2 The name of the play is | A <i>Rock and Roller</i> . | <input type="checkbox"/> |
| | B <i>Costs a Dollar</i> . | <input type="checkbox"/> |
| | C <i>Rollercoaster</i> . | <input checked="" type="checkbox"/> |
| 3 How old is Thomas? | A seven | <input type="checkbox"/> |
| | B eight | <input checked="" type="checkbox"/> |
| | C ten | <input type="checkbox"/> |
| 4 At the end of the play | A there is a talent competition. | <input checked="" type="checkbox"/> |
| | B the children watch a film. | <input type="checkbox"/> |
| | C Jim Carrey comes on stage. | <input type="checkbox"/> |

(20 marks)

Reading & Writing

7 Read the information about Halle Berry and answer the questions.

- When and where was Halle Berry born?
- What did Halle do at school?
- What contest did she win as a teenager?
- What was her first big role?
- What famous award did she win?

(10 marks)

8 Now, use your answers to write about Halle Berry.

(10 marks)

(Total = 100 marks)

Halle Berry

- Born:** 14th August, 1968
Place of birth: Ohio, USA
- Early Years:** cheerleader, class president, editor at school; won Miss Teen All-American beauty contest
- Beginning of success:** did some work for TV; first big role in *The Last Boy Scout*
- Present life:** Oscar winner; one of the top ten female stars in the world

NOW

I can...

- talk about past activities and life in the past
- talk about famous people and animals
- talk about the weekend
- narrate events
- write biographies/stories

... in English!

Across the Curriculum 4



1 Look and practise. *Dance Steps!*

L= left foot

R= right foot



Get ready



Cross L over R



Step back on R



Step L to side

- Now, repeat to the other side (right crosses left, etc).

2 Play the music. Stand in a line and do the steps together.

Songsheet 4

1 Listen and say what Grandma did when she was young.

Rocking Chair ROCK

Grandma sits in her rocking chair
And softly strokes her silver hair
She goes on a trip down Memory Lane
And all at once, she's young again ...

Back to the days before she grew old
Back to the days when she rocked and rolled
Back to the days when she wore nylon stockings
She doesn't stop – she just keeps on rocking!

Back to the days before she got older
Back to the days when she drank Cherry Cola
Back to the days when Elvis was shocking
She doesn't stop – she just keeps on rocking!



Across the Curriculum 4

Aims: learning a dance from the fifties; following instructions

Vocabulary: instructions

Extra materials: instrumental version of the song *Rocking Chair Rock*

1 **Focus ►** learning a dance from the 50s

- Ask the Ss to rearrange their desks in a 'U' shape in order to make some room in the centre of the class. Say, then write on the board: *get ready, cross L over R, step back on R, step L to side*. Ask a student to come to the front of the class and demonstrate the meaning of the instructions with his/her help.
- Ask the Ss to come to the centre of the class and practise the steps. Once they have finished practising these steps, ask them to repeat, reversing the steps.

2 **Focus ►** following instructions

Play the instrumental version of *Rocking Chair Rock*, as many times as necessary. The Ss stand in lines in the centre of the class and practise the steps. Circulate and provide any necessary help.

Songsheet 4 – Rocking Chair Rock

Aims: listening to a song about life in the past

1 **Focus ►** listening for specific information

- Focus the Ss' attention on the song title and the pictures illustrating the exercise. What do they think the song is about? What kind of things did Grandma do when she was young? Have a class discussion.
- Play the cassette/CD, twice if necessary. The Ss listen to the song and check their answers. Ask individual Ss to report back to the class.
- Play the song again. The Ss listen and sing along.

Points of Interest

- 1 **Cherry Cola:** A popular drink in the 50s.
- 2 **Elvis:** When Elvis Presley first started getting popular, a lot of people found his songs quite shocking.

Module 5 (Units 9 & 10): Adventure!

► Before you start (Prerequisites)

Use the questions in order to revise and consolidate the vocabulary and structures taught in the previous module. The Ss, in pairs, ask and answer the questions. Ask some pairs of Ss to report back to the class.

► Look at Module 5

Focus the Ss' attention on the modular page. Read the module title and ask your Ss to look at the page for a minute. What do they think the module is about? What kind of information do they expect to find in such a module? Focus the Ss' attention on pictures 1-4. Use the pictures illustrating the page in order to raise their interest in the module. In pairs, the Ss locate the page numbers of the visual aids. Have a class discussion, using the visual aids, in order to familiarise the Ss with the context of the next two units and establish rapport.

Answer Key

Pic. 1 (p. 88)

- T: What page is picture 1 from?
S1: It's from page 88.
T: What can you see on page 88?
S2: What a flat might look like in the future.
T: What do you think the unit is about? etc

Pic. 2 (p. 96)

- T: What page is picture 2 from? Who is this person?
What does he do? What do you know about his life?
etc

Pic. 3 (p. 99)

- T: What page is picture 3 from? What can you see in the picture? What else can you see on this page? What do you think the unit is about? Do you like travelling?
etc

Pic. 4 (p. 98)

- T: What page is picture 4 from? Can you describe the picture? Which country do you think this picture is of? What else can you see on page 98? Have you been to any of these places? Would you like to go? etc

► Find the unit and page number(s) for

Read the phrases and explain what they mean. Then, the Ss go through the module and find the corresponding page number. Have a class discussion.

Answer Key

Ads (Unit 9a, p. 89 – Unit 9b, p. 91 – Unit 9c, p. 93)

- T: Where can you find ads?
S1: On pages 89, 91 and 93.
T: What are these ads about?
S2: About products from the future, snowboarding and Learning English holidays.
T: Where do you expect to find adverts like that?
S3: Magazines, newspapers, etc.
T: What else can you see on these pages? etc

Articles (Unit 9b, p. 91 – Culture Clip, p. 95 – Curricular Cuts, p. 103)

Where can you find articles? What are they about? Which one do you think is the most interesting? etc

e-mails (Unit 9d, p. 94)

Do you know what an e-mail is? Where can you find one? What are these e-mails about? etc

Travel magazine article (Unit 10a, p. 97 – Unit 10b, p. 99)

What is this article about? Where can you find an article like this? Would you ever buy such a magazine? What kind of magazines do you buy? What else can you see in the pictures? etc

A letter (Unit 10d, p. 102)

Whom is this letter to? What is it about? Do you ever write letters? Why? What else can you see in the pictures? etc

Go through the *learn how to* section with your Ss and point out that by the end of the next two units, they will know how to perform all of the listed tasks. (For an analytical breakdown of the aims and objectives of the module, see Programme p. X.)

Adventure!

Module 5 (Units 9 & 10)

1



2

3



4

► Before you start

- Where/ When were you born?
- What did you do at the weekend?
- What did you use to do as a child?

► Look at Module 5

- Find the page numbers for pictures 1-4.

► Find the unit and page number(s) for

- | | | |
|---------------------------|--------------------------|--------------------------|
| • ads | <input type="checkbox"/> | <input type="checkbox"/> |
| • articles | <input type="checkbox"/> | <input type="checkbox"/> |
| • e-mails | <input type="checkbox"/> | <input type="checkbox"/> |
| • travel magazine article | <input type="checkbox"/> | <input type="checkbox"/> |
| • a letter | <input type="checkbox"/> | <input type="checkbox"/> |

In this Module you will ...

► listen, read and talk about ...

- life in the future
- sports
- organisations that offer gap year activities
- future plans
- travelling
- etiquette in different countries
- travel experiences
- personal changes

► learn how to ...

- make predictions about the future
- give personal plans and intentions
- invite people out in English
- give information to people travelling to your country
- talk about personal experiences
- talk about personal changes
- pay/accept compliments in English

► practise ...

- will
- be going to
- Present Continuous (future meaning)
- must/mustn't
- should/shouldn't
- can/can't
- Present Perfect
- superlatives

► do a project about ...

- an organisation that offers courses in your country
- a stadium in your country
- people visiting your country and the information they need

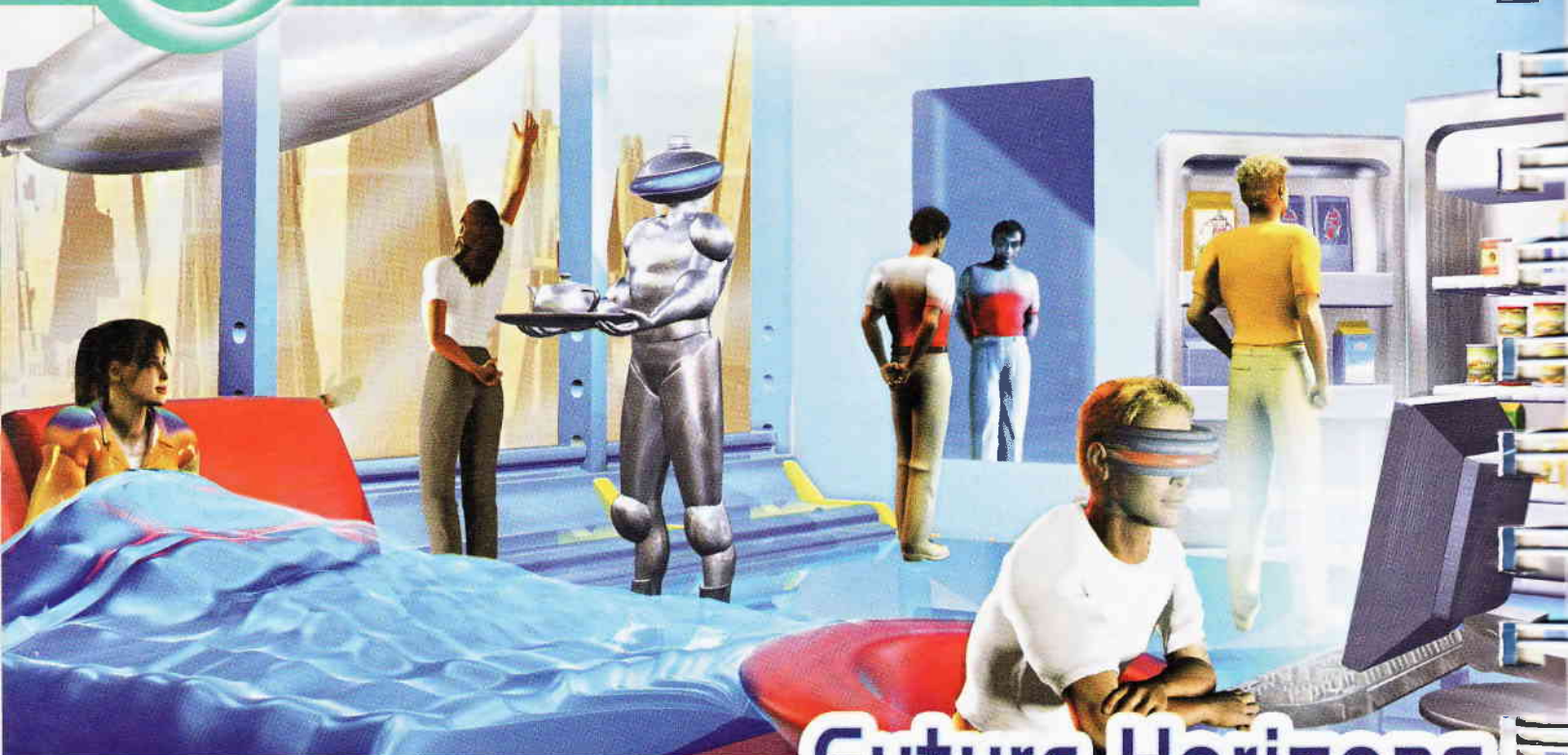
► write ...

- ads in magazines of the future
- an e-mail
- a travel magazine article about your travel experiences
- a friendly letter giving news

Culture Clip: A Brilliant Future

Curricular Cuts (Science): A Ray of Sunshine

Across the Curriculum 5: Novels about travelling
Songsheet 5: Get into the Groove!



Future Horizons

Vocabulary

► Life in the future

1 a. Read and match.

1 c	Space station vacations	4 f	Nutrition pills
2 d	Intelligent kitchens	5 b	Air cars
3 e	Solar-powered houses	6 a	Emotional clothes

- a clothes that change to suit your mood
- b a type of car that flies in the air
- c holidays at a space station
- d kitchens with a fridge, cooker, etc that you can programme to do things for you
- e houses that use energy from the sun for heat, light, etc
- f food in the form of a pill

b. What will life be like in the future? Talk with your friend.

- A: *There will be space station vacations in the future.*
 B: *What do you mean?*
 A: *There will be holidays at space stations.*
 B: *It sounds too good to be true! I'm not so sure.*

Reading

2 Read the introduction to the interview. What is it about?

Writers of Science Fiction have got their own ideas about life in the future. We talked to the author of the bestseller 'Future Horizons', Alfred Franks, about some of his ideas.

Interviewer: 1 c

Alfred: We'll wake up and reach out for our coffee. It will be ready and waiting and just how we like it! Our live-in robot will see to that! Then, we'll put on our clothes – and they will change colour to suit our mood.

Interviewer: 2 a

Alfred: Think about it. It will make things a lot easier – people will stay away when you're in a bad mood!

Interviewer: 3 b

Alfred: We'll probably relax in front of our PCs. It will give us a virtual tour of wherever we want to go – cinema, museum, even the funfair!

3 Read the interview and fill in the missing questions. Then, listen and check.

- a So, everyone will know how we're feeling?
- b What will we do after work?
- c What will our mornings be like?

Tomorrow's world

Objectives/Targets: talking about life in the future

Vocabulary: vocabulary related to life in the future

Language focus

Grammar: will

Language in use: There will be space station vacations in the future. What do you mean? There will be holidays at space stations; In the future, people won't work at all. Robots will do everything.

Listening: a Sci-Fi author talking about life in the future

Skills involved: listening for specific information

Reading: an interview with a Sci-Fi author

Skills involved: inferring; reading for specific information

Speaking: about life in the future (monologue)

Writing: ads for a magazine article

Focus ► introducing/practising vocabulary related to the future, setting the scene

- 1 a. Read the instructions and explain the task. Allow the Ss some time to read through the sentences and match them to the corresponding definition. Check the Ss' answers.
- b. Read the examples and explain the task. The Ss, in pairs, use the prompts from Ex. 1a and the examples as a model and act out similar exchanges. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: *There will be intelligent kitchens in the future.*

B: *What do you mean?*

A: *There will be kitchens with a fridge, cooker, etc. that you can programme to do things for you.*

B: *Maybe. etc*

- 2 **Focus ►** predicting before reading, raising expectations and hypotheses

Focus the Ss' attention on the article on page 88. Read the title and the introduction to the text. What do they think the text is going to be about? Have a class discussion.

Ss' own answers

- 3 **Focus ►** reading an interview with a Sci-Fi author

- Read the instructions and the questions and explain the task. Allow the Ss some time to read through the article silently and fill in the missing questions. Circulate and provide any necessary help.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers. Individual Ss read out from the text.

4 **Focus ▶** listening for specific information

Read the instructions and explain the task. Play the cassette/CD, twice if necessary. The Ss listen to the full interview and write down the two extra points Alfred Franks mentions.

Answer Key

Food: Supermarkets will disappear. Fridges will make sure we never run out of anything.

Getting to work: We will use air cars.

Tapescript

Lenny Bing: Alfred, your latest book, *Future Horizons*, is really interesting.

Alfred: Thank you, Lenny.

Lenny Bing: I like your ideas on what you imagine our lives will be like in the future. Tell us a little bit about it. What will our mornings be like?

Alfred: Well, Lenny – we'll wake up and reach out for our coffee. It will be ready and waiting and just how we like it! Our live-in robot will see to that! Then, we'll put on our clothes – and they will change colour to suit our mood.

Lenny Bing: So, everyone will know how we're feeling? Hmm, I'm not sure about that!

Alfred: Think about it. It will make things a lot easier – people will stay away when you're in a bad mood!

Lenny Bing: True! Then what? What about food?

Alfred: Ah yes, food! Well, supermarkets will disappear. We'll just go into our kitchen and open our fridge, which will always be full of all our favourite food because the fridge itself will make sure we never run out of anything!

Lenny Bing: Sounds great so far! How will we get to work?

Alfred: By Air Car of course. We'll just step into it and it will fly us to exactly where we need to go ... easy!

Lenny Bing: So, what will we do after work, Alfred?

Alfred: We'll probably relax in front of our PCs. It will give us a virtual tour of wherever we want to go – cinema, museum, even the funfair!

Lenny Bing: Amazing! Alfred, thank you for sharing your ideas with me today.

Alfred: My pleasure, Lenny.

Focus ▶ introducing and practising will

- 5 a. • Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask the Ss what the sentences refer to (*future*). Ask Ss to translate the sentences. Do the sentences talk about prediction or do they give advice? Have the Ss complete the rule.
 - Refer the Ss to the sentences in the table and elicit the form of **simple future** in **affirmative, negative** and **interrogative** forms.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- b. The Ss read the article again and underline all the forms of **will**.

- 6 Focus the Ss' attention on the ads. Read the instructions and the example and explain the task. Individual Ss use the ads and the example as a model and make predictions about the future.

Answer Key

- 2 *In the future, people will have friends from other planets.*
- 3 *In the future, people will have robots to do their housework.*
- 4 *In the future, people will travel to other planets.*
- 5 *In the future, people will drive Air Cars.*
- 6 *In the future, people will live underwater.*
- 7 *In the future, people will wear clothes that change according to their mood.*

7 a. **Focus ▶** reproducing the content of a text

Focus the Ss' attention on the picture illustrating the text on page 88. Read the instructions and explain the task. Individual Ss look at the picture and tell the class about Alfred Frank's idea of life in the future.

*Ss' own answers*b. **Focus ▶** predicting, expressing opinion

Read the rubric. Individual Ss state their opinion. Write the outcome of the vote on the board.

8 **Focus ▶** writing ads

- Refer your Ss to the ads in Ex. 6. Ask them to use some of their own ideas and the ads as a model and produce similar ones, in their notebooks.
- The Ss write the ads as written homework. Display their work.


Ss' own answers

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Prepare blank strips of paper, one per student. Hand them out to the Ss and ask them to write a prediction about the future on it (e.g. *In the future, books will look like small computers.*). Once they finish, collect the strips and pin them up on the wall. The Ss circulate and put a tick next to the ones they think will probably come true. Make a list of the top ten predictions.
- 2 If your Ss have access to a library, ask them to read *Isaac Asimov's* novel, *I, Robot*, and keep notes. Have a class discussion.

Listening

- 4  Listen to the full interview. Which two other things does Alfred Franks mention?

Exploring Grammar



Grammar Reference

We **will** only use solar energy in the future.
We **won't** use petrol.

- 5 a. Read the sentences above. When do we use *will*?
Complete the rule.

We use *will* to ...

- a make predictions about the future.
b give advice for the future.

- b. Read the interview again and underline all the forms of *will*.

- 6 Read the ads and make predictions about the future.

- 1 *In the future, people will live longer.*

Speaking

- 7 a. Look at the picture on page 88 and say what Alfred Franks' ideas are about life in the future.
b. Will life in the future be better or worse? Take a vote.

Writing (ads)

- 8 **Portfolio:** You live in the future! Write ads for a magazine. Think about food, clothes, transport, houses, etc. Present them to the class.

This is an ad about robots. In the future, people won't work at all. Robots will do everything.

1

**Take a Vita-Revive
pill a day and
live to be 150!**

2

**JOIN ET.COM
and make friends
from other planets!**

3

**2FIX: THE PERFECT ROBOT
FOR ALL YOUR HOUSEWORK!**

4

**Galactic Tour:
Travel to other planets
for only £400!**

5

AIRWAY AUTOS
Need a new car? Drop in today for
a test drive over the city.
Look at our latest selection!

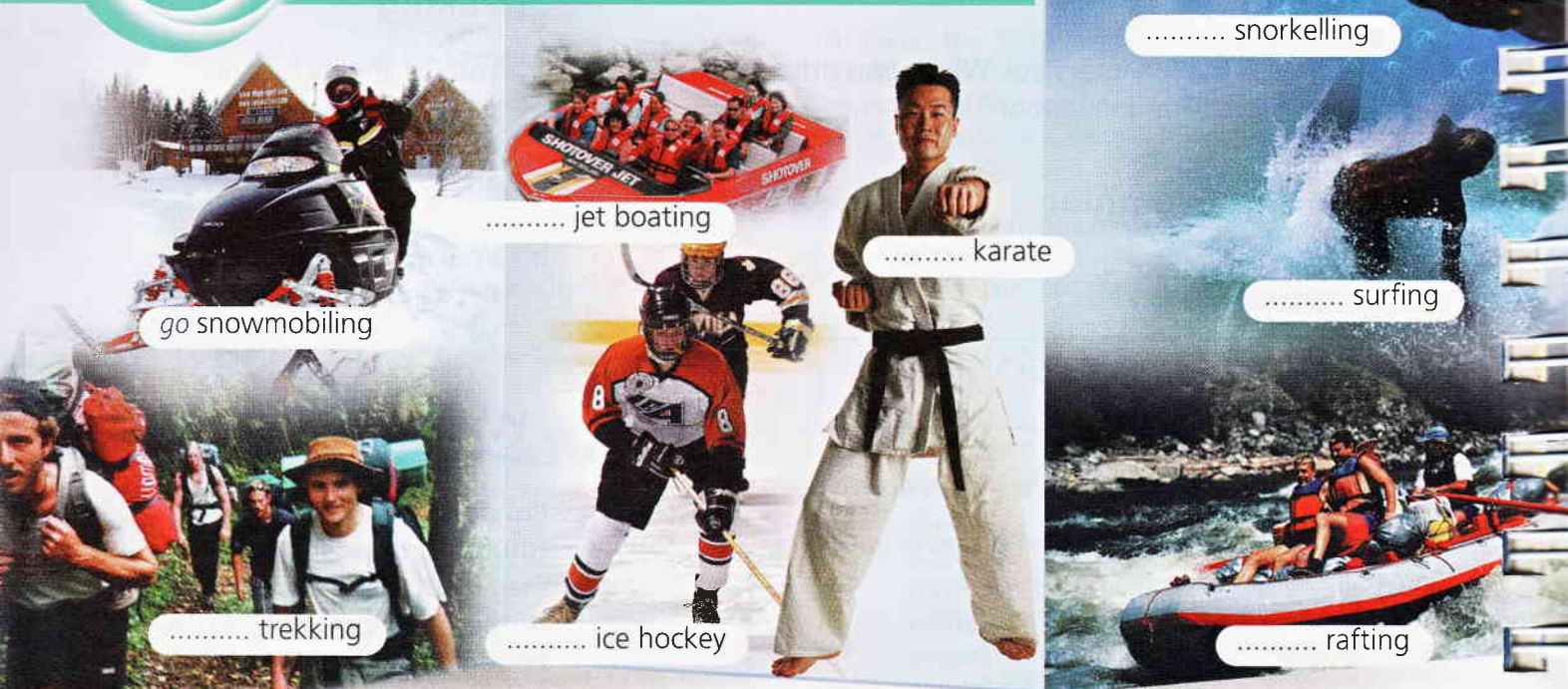
6

**ATLANTIS ESTATE:
THE BEST UNDERWATER HOUSES
ON THIS PLANET!**

7

Rainbow Selection
Come and try on our new
range of T-shirts. They change
colour to suit your mood!

Action-packed!



Vocabulary

Sports

Study skills

Collocations

Certain nouns go with certain verbs. When you learn new words for sports, check in your dictionary to see which verb we use with them (e.g. play – tennis). Write them down together.

1 Do, go or play? Look up the sports in your dictionary and complete the phrases above.

2 You're going on a Sport Venture Weekend. Choose three of the above activities you are going to do.

A: I'm going to go trekking and jet boating. I'm going to play ice hockey, too. What about you?

B: I'm going to ...

Exploring Grammar

Be going to

Grammar Reference

What are you going to do next weekend?
We are going to visit our friends.

3 Read the sentences. Is the following explanation true (T) or false (F)?

We use *be going to* to talk about plans and intentions. (T)

4 Ask your friend about his/her plans for this year and put a tick (✓) or a cross (X).

- | | | |
|---|----------------------------|-------|
| 1 | travel to another country? | ..... |
| 2 | learn another language? | ..... |
| 3 | get married? | ..... |
| 4 | find a part-time job? | ..... |
| 5 | move to a new city/town? | ..... |
| 6 | join a club? | ..... |

A: Are you going to travel to another country?

B: Yes, I am. /No, I'm not.

• Now, tell the class.

Nick is going to travel to another country this year.
He isn't going to ...

Pronunciation

/e/, /ɜ:/

5 Listen and tick (✓). Then, listen and repeat.

	/e/	/ɜ:/		/e/	/ɜ:/
help	✓		birth		✓
learn		✓	work		✓
elephant	✓		trek	✓	

Action-packed!

Objectives/Targets: talking about future plans

Vocabulary: sports and activities

Language focus

Grammar: Be going to

Language in use: I'm going to go trekking and jet boating.; Are you going to travel to another country? Yes, I am./No, I'm not. Nick is going to travel to another country this year.

Listening: about a company specialising in ski and snowboarding courses

Skills involved: listening for specific information (gap filling)

Reading: an article about gap year activities

Skills involved: reading for gist; reading for specific information (answering open-ended questions)

Speaking: about gap years (pair work)

Writing: a paragraph about an organisation that offers Gap Year courses

Study Skills

Focus the Ss' attention on the **Study Skills** box. Read through it and explain that usually nouns are found with specific verbs. Thus, when learning new nouns, it is helpful to have a look at the verbs with which they are most likely to be found.

Focus ► introducing/practising vocabulary related to sports

- Point to and name the sports, one at a time. Do some quick choral and/or individual repetition, if necessary, to ensure correct pronunciation.
 - Read the instructions and explain the task. The Ss use their dictionaries, in order to check whether these words collocate with the verb **play**, **do** or **go**. Allow the Ss some time to complete the task. Check the Ss' answers.

Answer Key

Go: trekking, jet boating, snorkelling, surfing, rafting

Play: ice hockey

Do: karate

- Read through the instructions and the examples and explain the task. The Ss, in pairs, use the prompts and the example as a model and act out similar exchanges. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: *I am going to go snorkelling and rafting. I am going to do karate, too. What about you?*

B: *I am going to play ice hockey and go surfing, too. etc*

Focus ► introducing and practising 'be going to'

- Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask the Ss what the sentences refer to (*future*). Ask Ss to translate the sentences. Read the rule and elicit from the Ss whether it is true or false.
 - Refer the Ss to the sentences in the table and elicit the form of *be going to* in the **affirmative**, **negative** and **interrogative** forms.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- Read the instructions and explain the task. The Ss, in pairs, ask and answer, as in the example in order to complete the task. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

- Focus ►** identifying and distinguishing between the /e/ and /ɜ:/ sounds

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and tick the appropriate phonetic symbol. Check the Ss' answers.
- Play the cassette/CD again, pausing for the Ss to repeat, chorally and/or individually. Individual Ss say the words.



6 a. **Focus ►** predicting before reading, setting the scene

Read the instructions and explain the task. The Ss guess what the phrase *gap year* means and then read the first paragraph and check their answers.

Answer Key

*The year one can take off between school and university.
or When you take a year off between school and university.*

b. **Focus ►** reading a website with gap year activities

Read through the instructions and the questions, and explain the task. The Ss read the rest of the text and answer the questions. Check the Ss' answers. Explain any unknown words. Individual Ss read out from the text.

Answer Key

- 1 English and sport
- 2 rhinos and elephants
- 3 Sinai desert

7 **Focus ►** pair work, talking about their gap year

Read the instructions and explain the task. The Ss, in pairs, use the information and report to each other about their gap years and record their dialogues. Ask some pairs of Ss to report back to the class.

Ss' own answers

Note: The Ss can bring their own tapes with them and record their dialogues. Later on, they can listen to their dialogues and check themselves.

8 **Focus ►** listening to information about an organisation

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and complete the missing words. Check the Ss' answers.

Tapescript

Mum: What are you reading, Rob?

Rob: Oh, hi mum ... I'm just looking at some of my options for my gap year ... this looks really interesting ... look, Peak Leaders.

Mum: Let me see. It specialises in ski and snowboard instructor courses ... that sounds good.

Rob: Yes, and I'll come away with an instructor qualification.

Mum: Where is it?

Rob: Well, it says that they do courses in Canada, New Zealand and Argentina.

Mum: Which do you like the sound of?

Rob: They all sound good ... In Argentina there are trips to Buenos Aires and horse riding in the Andes.

Mum: Horse riding in the Andes? Wow!

Rob: And in New Zealand there is jet boating.

Mum: Jet boating? That's dangerous, isn't it?

Rob: Well, how about Canada, then? In Canada there is ice hockey and snowmobiling.

Mum: Mmm... it all sounds very exciting, we'll talk it over with dad ...

9 **Focus ►** writing about an organisation that offers gap year courses

- Refer the Ss to the paragraph in Ex. 8. Ask them to use some of their own ideas and the paragraph as a model and produce a similar paragraph about a company that offers courses in their country.
- The Ss write the short paragraph as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Focus the Ss' attention on Ex. 8. Divide the Ss into pairs, and tell them they are going to act out a role play. S1 is a representative of the company and S2 is a person interested in attending one of the company's courses. The Ss ask and answer questions about the company and the courses.

FILLING THE GAP!

Taking a year out between school and university or a job is an exciting way to develop personal skills and gain experience. Many young people plan their gap year very carefully, making the most of this opportunity to do something useful with their time:



Angela Raymond is going to go on the **Africa & Asia Venture**. 'I'm going to teach English and Sports in Nepal. It's a great opportunity for me – I'm going to learn Nepali and find out about the history and culture of the region.'

AFRICA & ASIA VENTURE

Tel: 01380 729009 Website: www.aventure.co.uk



Paul Summers is going to join the **African Conservation Experience**. 'I'm going to do some wildlife research in South Africa. I can't wait! I'm going to work mainly with rhinos and elephants – it's the chance of a lifetime.'

AFRICAN CONSERVATION EXPERIENCE

Tel: 0870 241-5816 Website: www.ConservationAfrica.net



Caroline Thomas is going to be part of the **Wind, Sand & Stars** team. 'I'm going on an expedition to the Sinai desert. I'm going to go trekking in the mountains and I'm going to work with Bedouin tribes. It's going to be tough, but very rewarding.'

WIND SAND & STARS

Tel: 020 7359 7551 Website: www.windsandstars.co.uk


Reading

- 6 a. Do you know what *gap year* means? Read the first paragraph of the web page and find out.
- b. Read the rest of the web page and answer the questions.
- 1 What is Angela going to teach in Nepal?
 - 2 What kind of animals is Paul going to work with?
 - 3 Where's Caroline going to go?

Speaking

- 7 **Portfolio:** You are one of the people in the web page. Use the appropriate information to tell your partner about your gap year.
- say the name of the organisation you are going to join
 - where you are going to go
 - what you are going to do there

Listening

- 8  Listen and complete.



Tel: 01337 860079

Website: www.peakleaders.com

Peak Leaders UK Ltd is a well established family business. It specialises in 1) **ski** and Snowboard Instructor Courses in 2) **Canada**, New Zealand and Argentina. In Argentina there is 3) **horse riding** in the Andes; in New Zealand there is 4) **jet boating**; in Canada there is ice hockey and 5) **snowmobiling**. Courses are busy, but there is plenty of party time with people who'll become friends for life.

Writing

- 9 **Portfolio:** Find information about another organisation and write a short paragraph about it. Use Ex. 8 as a model.

Listening & Reading

► Future plans

- 1 a. Read the first sentence. What is the dialogue about? Listen and check.

Judy: Phil, did you put the surf board on the car rack?

Phil: No, not yet. I'll do it when I get back from work. It **will** only take a minute.

Judy: What time **will** you be back?

Phil: I'll probably be back by half past four.

Judy: Oh, good. I'll get everything ready so we can leave straight away.

Phil: Is my blue shirt clean?

Judy: No it isn't, but I'm **going to** put some washing on in a minute.

Phil: Thanks. Do you need me to pick anything up on the way home? What **are we going to** eat?

Judy: I'm **going to** make some sandwiches for the journey and we can have a nice meal when we get to the hotel. We're meeting Gail and Patrick at eight.

Phil: OK. I'll see you later, then. Bye.

Judy: And Phil ... I think you'll need these!

Phil: Ah yes, my car keys. I won't get very far without those, **will I**?

- b. Read again and answer the questions.

- What time will Phil be back from work?
- When are they meeting Gail and Patrick?

Exploring Grammar

► Be going to Vs Will

Grammar Reference

- A: It's Pam's birthday party on Sunday.
B: I know. I'm **going to** buy a present for her this afternoon.
C: Really? I'll help you choose one, then.

- 2 Read the examples above and complete the rules. Then, read the dialogue again and find examples of **be going to** and **will**.

We use '**will**' for on-the-spot-decisions.

We use '**be going to**' for plans and intentions.

- 3 Read and underline.

- A: Oh, no! The cooker isn't working!
B: Don't worry. I **am going to/will** fix it.
- A: What are your plans for Sunday? **Are you going to/Will you** have dinner with your parents?
B: I think so.
- A: What are those?
B: Theatre tickets. We **are going to/will** see a show this evening.
- A: Phil, that music is too loud!
B: OK, I **am going to/will** turn it down.

► Present Continuous (future meaning)

Grammar Reference

Are you coming to Jim's party tonight?
I'm flying to Paris tomorrow morning.

- Read the sentences above. Are they about the present or the future? Which tense do we use to talk about future arrangements?
- What is Lynne doing next week? Look and say.

NOVEMBER

Mon
have a driving lesson – 6:00 p.m.

Tues
go shopping with Mum – 5:00 p.m.

Wed
play tennis with George – 10:00 a.m.

Thur
take dog to vet – 4:00 p.m.

Fri
leave for Manchester – 7:00 p.m.

- A: What is Lynne doing on Monday?
B: She's having a driving lesson at six in the evening.

Making plans

Objectives/Targets: talking about future plans; inviting people out

Vocabulary: sporting equipment

Language focus

Grammar: Be going to vs Will; Present Continuous (future meaning)

Language in use: What's Lynne doing on Monday?

She's having a driving lesson at six in the evening.; Would you like to.../Do you fancy?

That sounds nice.; Sorry, I can't.

Listening & Reading: a dialogue between a couple making arrangements for a journey

Skills involved: listening/reading for specific information

Speaking: talking about a summer course; (information gap activity)

Everyday English: inviting people out

1 a. **Focus ►** predicating, setting the scene

- Focus the Ss' attention on the dialogue on page 92. Read the instructions and explain the task. The Ss read the first sentence of the dialogue and tell the class what they think the dialogue is about.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers.

Ss' own answers

b. **Focus ►** reading a dialogue between a couple

Read the instructions and the questions and explain the task. The Ss read silently and answer the questions. Check the Ss' answers. Explain any unknown words. The Ss' take roles and read out the dialogue.

Answer Key

1 at half past four 2 at eight o'clock.

Extension

Ask your Ss comprehension questions about the dialogue.

e.g. What will Phil do when he comes back from work?

What does Phil want Judy to wash for him? etc

Focus ► introducing and practising *Be going to* and *Will*

- Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask Ss to translate the sentences. Help the Ss complete the rules.
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- 3 Read the instructions and explain the task. Allow the Ss some time to read through the sentences and underline the correct item. Check the Ss' answers.

Focus ► introducing/practising the Present Continuous with future meanings

- 4 • Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask the Ss what the sentences refer to (**future**). Ask Ss to translate the sentences. Which tense do we use for future arrangements? (**present continuous**)
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.

- 5 Focus the Ss' attention on Lynne's diary on page 92. Read the instructions and the example and explain the task. The Ss, in pairs, ask and answer, as in the example.

Suggested Answer Key

A: What is Lynne doing on Tuesday?

B: She's going shopping with her mum at five o'clock in the evening.

A: What is Lynne doing on Wednesday?

B: She is playing tennis with George at ten o'clock in the morning.

A: What is Lynne doing on Thursday?

B: She is taking the dog to the vet at four o'clock in the afternoon.

A: What is Lynne doing on Friday?

B: She is leaving for Manchester at seven o'clock in the evening.

Game

- Focus the Ss' attention on the pictures illustrating the equipment. Point to and present the new words, one by one. Do some quick choral and/or individual repetition, if necessary for correct pronunciation. Brainstorm for sports that this equipment is used for.
- Read the instructions and explain the rules. Team A Ss choose a word for Team B Ss to make a sentence with, and vice versa. Each correct sentence gets one point. The team with the most points wins.

Answer Key

Team A S1: surf board

Team B S1: I'll go surfing.

Team B S2: Ice skates

Team A S2: I'll go ice skating.

Team A S3: flippers

Team B S3: I'll go swimming. etc

6 a. **Focus ►** inviting people out

- Read the title and the introduction to the exercise. Focus the Ss' attention on the language box. Read through it and explain that these are expressions/phrases used in spoken English when we invite someone out or accept/refuse an invitation.
- Read the instructions and explain the task. Allow the Ss some time to read through the dialogue and fill in the gaps.
- Play the cassette/CD, twice if necessary. The Ss, listen, follow in their books and check their answers.

b. **Focus ►** personalisation

The Ss, in pairs, use their own ideas and the language in the box to act out similar dialogues and record them. Ask some pairs of Ss to report back to the class.

- Read the instructions and explain the task. Have a class discussion as to what kind of activities the Ss expect to do on such a holiday.
- Allocate roles to the Ss. The Ss, in pairs, use the ad and the useful phrases to discuss and complete the task. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

A: Where are you going to go on your holiday?

B: I'm going to go to Devon, England.

A: Why are you going there?

B: To improve my English, and have a holiday at the same time.

A: How long are you going to stay?

B: I'm going to stay for two weeks.

A: How much are you going to pay?

B: Only £450.

A: What else are you going to do there?

B: I'm going to go surfing and horse riding, and I'm going to play table tennis and go sailing, too!

Optional Reinforcement & Extension Activities

Hand your Ss blank diary pages. Ask them to discuss with their partners and fill in the timetables with their partner's information. Relocate the Ss into new pairs. The Ss' ask and answer as in Ex. 5 about their partners' timetable.

GAME



In teams, decide what you will do with the items above.

Team A S1: Helmet.

Team B S1: I'll go cycling. etc

Everyday English

▶ Inviting people out

Inviting	Accepting/Refusing
Would you like to ...?	That sounds nice.
Are you doing anything ...?	Yes, I'd love to.
What/How about ...?	Sure, why not?
Let's ...	Sorry, I can't.
Shall we ...?	Mm, I'm not sure.
	I've got other plans.

6 a. Read and complete the dialogue. Then, listen and check your answers.

- A: Are you doing anything tonight, Paul?
1) **Shall** we go for a meal?
- B: Oh, sorry I can't tonight. I'm going to stay in. I have to study for my exam.
- A: 2) **How about** tomorrow night? Are you doing anything then?
- B: No, I'm not. What have you got in mind?
- A: I'm going to go bowling. 3) **Would you like to** come?
- B: That 4) **sounds nice**.
- A: I'll give you a ring at about five tomorrow.
- B: OK, see you.

b. Portfolio: In pairs, act out similar dialogues and record them.

Speaking

- 7 Student A: You are going to go on the course below. Read the ad and answer Student B's questions.

Learn English Holidays

Improve your English and have a holiday at the same time!

We offer a two-week course in beautiful Devon for only £450!

The price includes:

- Full board
- All lessons
- Activities: surfing, horse riding, table tennis and sailing

Arlington House, Devon UK, Tel/Fax: +44 1409 253678

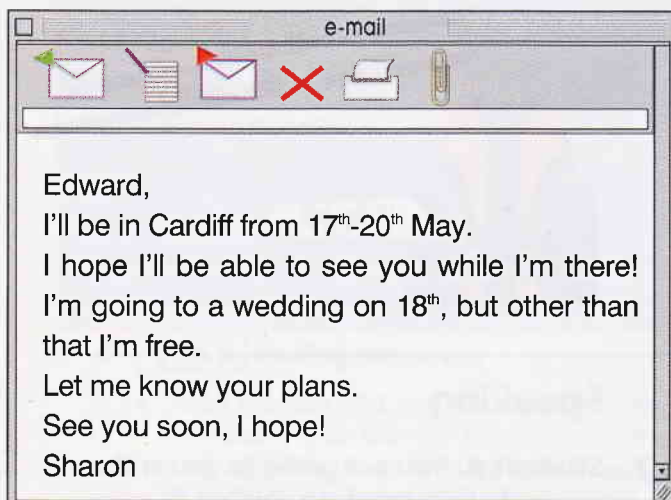
Student B: Your friend is going to go on a course in England. Ask him/her the following questions.

- Where/go?
- Why/go?
- How long/stay?
- How much/pay?
- What else/do?

Writing (an e-mail)

1 Read Sharon's e-mail and answer the questions.

- 1 Where will Sharon be from 17th to 20th May?
- 2 What is she doing on the 18th?
- 3 Who does she want to meet up with?

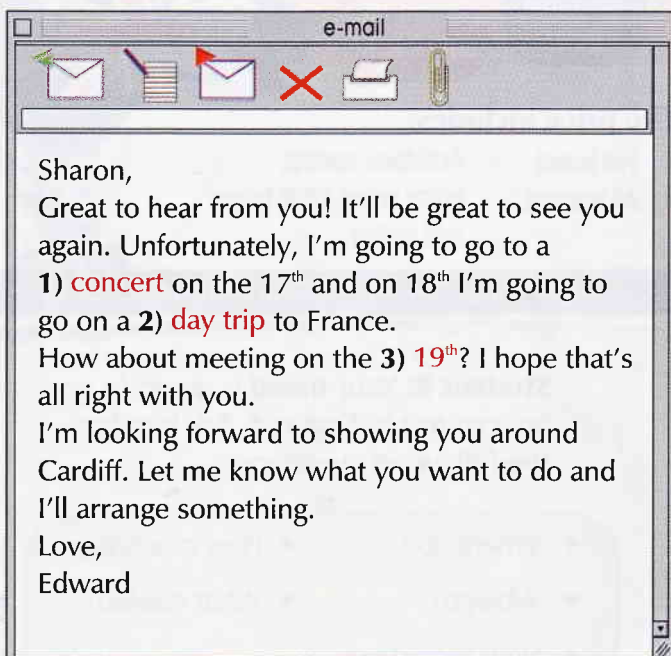


2 Read Edward's diary and complete his e-mail to Sharon.

17th - concert in the evening

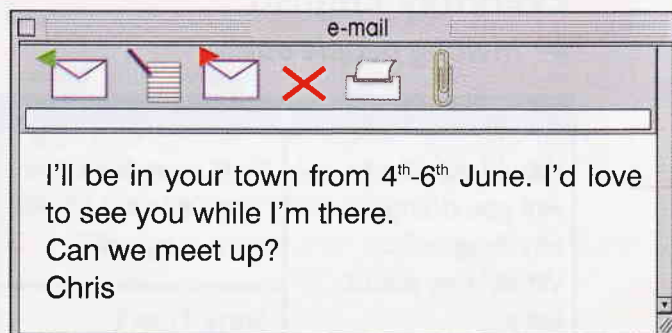
18th - day trip to France

19th - free



Discuss & Write

3 a. Read this e-mail from a friend and answer the questions.



- 1 What's the name of your friend?
- 2 When does your friend want to meet you?

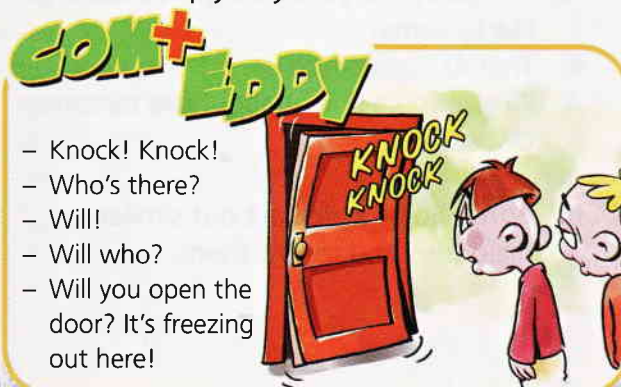
b. You are going to be busy on the 4th and 5th. Decide what you are doing on those days and complete your diary.

4th -

5th -

6th - free

c. **Portfolio:** Use your completed diary and reply to your friend's e-mail.



Let me know

Objectives/Targets: writing friendly e-mails; making arrangements through e-mails

Vocabulary: vocabulary related to making arrangements

Writing: an e-mail arranging to meet a friend

1 **Focus ►** reading for specific information

Read the instructions and the questions and explain the task. Allow the Ss some time to read through the e-mail and answer the questions. Check the Ss' answers.

Answer Key

- 1 In Cardiff.
- 2 She is going to a wedding.
- 3 Edward.

2 **Focus ►** identifying genre structure and register

Go through the rubric with your Ss and explain the task. The Ss read Edward's diary silently and use the information to complete the e-mail. Circulate and provide any necessary help. Check the Ss' answers.

Focus ► generating ideas

- 3 a. Read the instructions and explain the task. Allow the Ss some time to read through the e-mail and answer the questions. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

- 1 Chris 2 from 4th-6th of June

- b. Read the instructions and explain the task. Allow the Ss some time to complete the diary. Ask individual Ss to report back to the class.

Ss' own answers

c. **Focus ►** writing an e-mail

- Refer your Ss to the e-mail message in Ex. 2. Ask them to use the diary entry from Ex. 3b and the e-mail as a model and reply to their friend's e-mail, in their notebooks.
- The Ss write the e-mail message as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

If your Ss have access to the Internet, ask them to use the e-mails as models and send each other similar ones, in order to arrange a meeting.

A Brilliant Future

Objectives/Targets: talking about the new Wembley Stadium in London

Vocabulary: words related to the stadium facilities

Reading: an article about the new stadium

Skills involved: reading for specific information

Writing: a short article about a stadium in their country

1 **Focus ►** setting the scene

- Focus the Ss' attention on the pictures illustrating the exercise. Read the instructions and the texts accompanying the pictures and explain the task. Do they know who these people are? (*Wayne Rooney and David Beckham*) What are they talking about? Have a class discussion.
- Refer the Ss to the text on page 95. Ask them to read through it and find out what the text is about. Ask individual Ss to report back to the class.

2 **Focus ►** reading for specific purposes, building up vocabulary related to Wembley Stadium

- Read the instructions and explain the task. Allow the Ss some time to read through the words and the definitions and complete the task.
- Play the cassette/CD, twice if necessary. The Ss listen, follow in their books and check their answers. Ask individual Ss to report back to the class.

3 **Focus ►** reading for specific information, scanning

Refer the Ss to the text on page 95. Read the instructions and explain the task. Allow the Ss some time to read the text and find what the figures refer to. Circulate and provide any necessary help. Check the Ss' answers.

Answer Key

2006: the year in which the stadium will be ready.

90,000: the number of seats in the stadium.

478: the number of food service points in the stadium.

600: TV sets, the size of each of the two giant screens in the stadium will be equal to that.

25,000: double decker buses, the room inside the stadium will be equal to that.

2,618: the number of toilets in the stadium.

4 **Focus ►** personalisation, pair work

Read the instructions and explain the task. The Ss, in pairs, talk about the events they would like to attend at Wembley Stadium. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

5 **Focus ►** personalisation, oral reproduction

Read the instructions and explain the task. The Ss, in pairs, use the questions and their own ideas and discuss. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

6 **Focus ►** writing a short article about a stadium in their country

- Ask the Ss to use some of their own ideas from Ex. 5 and write a short text about a stadium in their country. Point out that they should include information such as pictures or plans of the building as well as a short description of it.
- The Ss write the text as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

Ask your Ss comprehension questions about the text on page 95.

e.g. *Where is Wembley Stadium? What kind of games will be held there? When will the stadium be open?* etc

Additional Materials

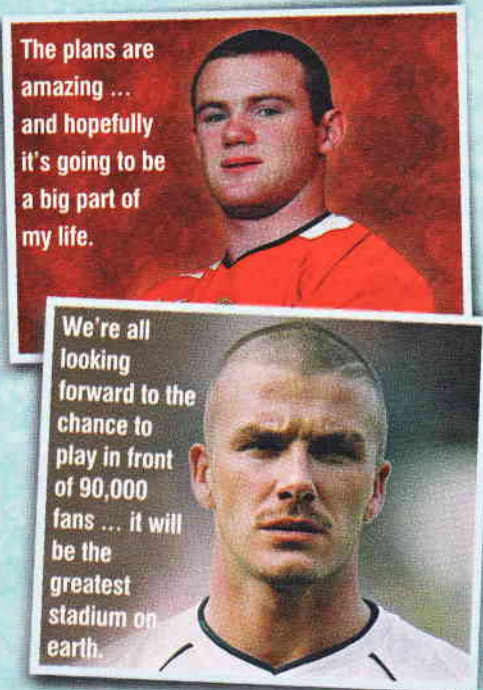
Word Perfect 9, p. 120

Grammar Check Exs 1-5, p. 130

Culture Clip

Reading & Listening

- 1 Who are the men in the pictures? What are they talking about? Read and find out.



A Brilliant Future

In 2006, English sport will have a new home – a brilliant new stadium built for the twenty-first century! Here are some facts and figures about the new Wembley Stadium in London, the world-famous venue for rugby, football and concerts:

- With 90,000 seats it will be the largest football stadium in the world!
- The London Eye could fit between the top of the arch and the pitch.
- The new stadium will have a sliding roof.
- There will be 478 food service points.
- There will be two giant screens in the stadium, each the size of 600 TV sets.
- There will be room inside for the equivalent of 25,000 double decker buses.
- There will be 2,618 toilets – more than any other stadium in the world.

Will it really be everything they say? The stadium will open on 13th May 2006 for the FA Cup Final. Check it out!

- 2 Here are some words from the text. Match them to their definitions. Then, listen and read the text.

- | | |
|--------------|---|
| 1 figures | a very big |
| 2 venue | b same as |
| 3 pitch | c an area for playing sports, especially football |
| 4 giant | d numbers |
| 5 equivalent | e a place where a public event happens |

- 3 Read the text again and write what the following figures refer to:

- 2006:
- 90,000:
- 478:
- 600:
- 25,000:
- 2,618:

- 4 Which events would you like to attend at the new stadium? Talk with your friend.

Speaking & Writing

- 5 Think of a stadium in your country. In pairs, discuss the following questions.

- What's the name of the stadium?
- Where is it?
- What are some facts and figures about the stadium? (seats, pitch, roof, etc.)

- 6 **Portfolio:** Use your answers in Ex. 5 and write a short article about a stadium in your country. Use Ex. 2 as a model.

Listening

1 Talk with your friend.

- How do you usually travel? By plane, train, coach or boat?
- Do you like to travel light? What do you usually take with you?

2 a. Listen to the song. How does the singer feel?

I'm leaving the city,
And the bright neon lights,
I won't take a suitcase,
'Cause I'm travelling light!

*I'm travelling light,
I'm going away,
I'm travelling light,
I'm leaving today!*

I'm catching the first train,
It will all be alright,
I don't need to worry,
'Cause I'm travelling light!

*Travelling
light*

b. Read the song and write the questions for the answers below.

- I don't like the city.
 - No, I'm travelling light.
 - Today!
 - By train.
- Why are you leaving?

Exploring Grammar

► Can/Should/Must

Grammar Reference

Can I swim in the hotel pool?
You **should** keep your money in the hotel safe.
You **must** check out before 12 o'clock.
You **mustn't** bring pets into the hotel.

3 Read the examples above. Which sentence:
a) expresses prohibition? b) asks for permission? c) gives advice? d) shows obligation?

4 Read and circle.

- A: Can I get a visa at the airport?
B: No, **You must** / You can get one before you leave the country.
- A: What time **can we** / **should we** be at the airport?
B: No later than five.
- A: **Can I** / **Should I** take my dog on the train with me?
B: Yes, as long as it's in a pet carrier.
- A: Can I leave my mobile phone switched on during the flight?
B: No, **you mustn't** / you shouldn't leave it on. Switch it off before you get on the plane.

Speaking

5 a. Answer the questions about your country by circling Yes or No.

- DRIVING:** Must I have an international driving licence? Yes/No
- BRINGING A PET:** Must my pet have a microchip? Yes/No
- THE DRINKING WATER:** Is it OK to drink the tap water? Yes/No
- TIPPING:** Should I tip taxi drivers, waiters, etc? Yes/No
- VISA:** Do I need a visa? Yes/No

b. Now, ask and answer.

- A: What do I do about driving?
B: You must have an international driving licence.

On your travels

Objectives/Targets: talking about travelling

Vocabulary: vocabulary related to popular destinations and travelling

Language Focus

Grammar: The modal verbs Can/Should/Must

Language in Use: Why are you leaving?; What do I do about driving? You must have an international driving licence.

Listening: a song about travelling

Skills involved: listening for gist

Reading: an article talking about etiquette

Skills involved: identifying correct/incorrect information

Speaking: giving information to someone visiting their country (pair work)

Writing: a paragraph giving information to someone visiting their country

1 **Focus ►** introducing the theme of the unit, setting the scene

Read the instructions and the questions and elicit any unknown vocabulary. The Ss, in pairs, talk about travelling.

Ss' own answers

2 a. **Focus ►** listening for gist

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen to the song and say how the singer feels (happy). Play the song again. The Ss listen and sing along.

Ss' own answers

b. **Focus ►** reading for specific purposes, identifying relevant information

Read the rubric and the parts of the conversation and explain the task. The Ss read the song again and complete the task. Check the Ss' answers.

Suggested Answer Key

- 2 Will you take a suitcase?
- 3 When are you leaving?
- 4 How will you travel?

Focus ► introducing/practising Can/Should/Must

- 3 • Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask Ss to translate the sentences. Have the Ss match the sentences to the uses. Check the Ss' answers.
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.

Answer Key

- a You **mustn't** bring pets into the hotel.
- b Can I swim in the hotel pool?
- c You **should** keep your money in the hotel safe.
- d You **must** check out before 12 o'clock.

- 4 Read the instructions and explain the task. Go through the sentences and explain/elicite any unknown words. Allow the Ss some time to read and complete the sentences. Check the Ss' answers.

5 a. **Focus ►** giving information about their country

Read the instructions and explain the task. Go through the sentences and explain/elicite any unknown words. Allow the Ss some time to read through the questions and circle the correct answer. Check the Ss' answers.

Ss' own answers

- b. The Ss use the prompts and the example as a model to ask and answer.

Suggested Answer Key

- A: What do I do with my pet?
B: It must have a microchip.
- A: Can I drink tap water?
B: Yes, it is OK to drink the tap water.
- A: Should I tip taxi drivers, waiters, etc.?
B: Yes, you should tip them. etc

6 a. **Focus ►** predicting, setting the scene

- Read the instructions and the dictionary entry and invite guesses as to what the text is about.
- Play the cassette/CD. The Ss listen, follow in their books and check their answers.

Ss' own answers

Study Skills

Refer your Ss to the **Study Skills** box. Read through it and explain that reading for detail is the opposite of scanning a text. The Ss should read the sentences, then go back to the text and look for the information they need. Point out that sometimes some of the information won't be included in the text. In this case, the sentence is **not** false; the answer is 'It doesn't say'.

b. **Focus ►** reading an article about etiquette

Focus the Ss' attention on the text on page 97. Read the instructions and explain the task. Allow the Ss some time to read the sentences, then read the text and complete the task. Check the Ss' answers.

7 **Focus ►** personalisation, oral reproduction

- Read the instructions and explain the task. Allow the Ss some time to read through the article and explain the words in bold. Ask individual Ss to report back to the class.

Answer Key

punctual: someone that is punctual is always on time

host: the person that offers you hospitality

soles: the sole of your foot is the underneath surface of it

chew: bite something repeatedly with your teeth

rude: not polite

cashier: the person to whom you pay money when buying things in a shop

even number: an even number can be divided exactly by the number two

- Which rules of etiquette did they find interesting? Have the Ss got any similar rules in their country? Have a class discussion.

Ss' own answers

8 **Focus ►** writing an informative text for people visiting their country

- Ask the Ss to write a paragraph giving information to someone visiting their country, in their notebooks. Brainstorm for ideas first.
- The Ss write the paragraph as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask the Ss to make a list of some of the rules that apply at home, e.g. *You mustn't put your feet up on the furniture. You can eat in the living room.* etc. Ss report back to the class.
- 2 Ask the Ss to imagine they are going somewhere, but they are travelling light. They can take only ten items with them. Ask them to make a list. Ss report back to class.

Reading

- 6 a. Read the dictionary entry below and the title of the article. What do you think the article is about? Listen and read and check your answers.

etiquette /etiket/ **Etiquette** is a set of rules or customs for polite behaviour in social situations.

Study skills

Reading for detailed understanding

Read the sentences, one at a time. Go back to the text to find the information you need. If the information you need is not in the text, then the answer is *Doesn't Say*.

- b. Read the text and write *R* for Right, *W* for Wrong or *DS* for Doesn't Say.
- In New Zealand, it is OK to be late for appointments. W
 - In Thailand, you should always take off your shoes before going into a house. W
 - In India, if your feet touch another person, you must say 'sorry'. DS
 - In South Korea, number 4 brings bad luck. R
 - In Egypt, you shouldn't add salt to your food when you're eating in someone's home. DS
 - In Mexico, you shouldn't leave your money on the counter. R
- 7 Read the article again and explain the words in bold. Which rules of etiquette did you find interesting? Are there any similar rules in your country?

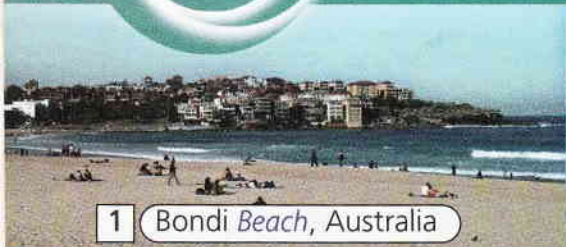
Writing

- 8 **Portfolio:** Write a paragraph giving information to someone visiting your country. Think of: *gifts, shopping, visiting people, greeting and talking to people, gestures, eating* etc. Use ideas from Ex. 6b.

Travel Wise!

Travel, so they say, broadens the mind. It's always a good thing to experience different ways of life, but it's also a good idea to check the Dos and Don'ts of each country. So, just in case you're thinking of taking a world tour, here are a few tips from around the globe!

- In New Zealand, you should always be on time or early for all appointments. Being **punctual** is part of the culture.
- In Thailand, check to see if the **host** is wearing shoes. If not, you should take yours off before entering the house.
- In India, you mustn't show the **soles** of your feet or touch a person's head.
- In South Korea, the number 4 is unlucky. You should never give anyone a present that has got four items in it.
- In Germany, you shouldn't **chew** gum when you are talking to someone. This is very **rude**.
- In Egypt, you should leave some food on your plate or your host will think you're hungry and he'll keep filling it up.
- In Mexico, when you buy something from a shop, you should put the money in the **cashier's** hand, not on the counter.
- In Russia, you shouldn't give an **even number** of flowers to anyone.



1 Bondi Beach, Australia



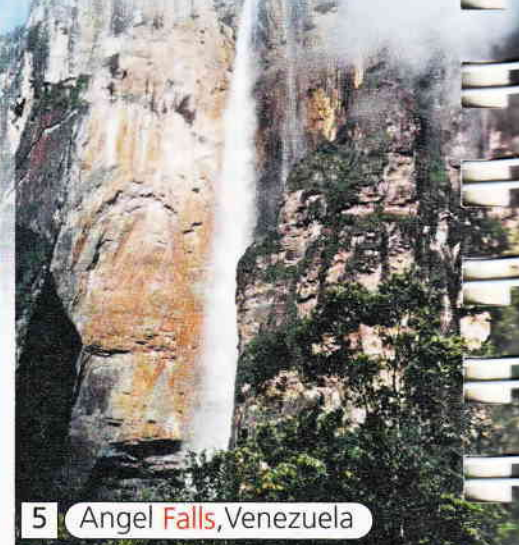
2 Mount Everest, Nepal



3 Lake Titicaca, Peru



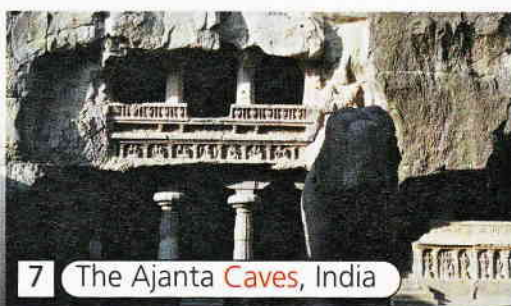
4 The River Nile, Egypt



5 Angel Falls, Venezuela



6 The Amazon Jungle, Brazil



7 The Ajanta Caves, India



8 Black Forest, Germany

Vocabulary

► Natural features

- 1 a. Do you know any of these places? Look at the pictures above and complete the names.
- Beach • Falls • Forest • River • Jungle • Lake
 - Mount • Caves

b. In pairs, ask and answer.

A: Have you ever been to Australia?

B: No. What's it like?

A: It's fabulous! You should see Bondi Beach. It's incredible!

Listening

- 2 Listen and match the people to the countries.

PEOPLE

- 1 G Gill
2 D Jack
3 C Anne
4 A Thomas
5 E Beth
6 B Paul

COUNTRY

- A Australia
B Germany
C Peru
D Brazil
E Egypt
F Venezuela
G India
H Nepal

Pronunciation

► /i:/, /ɪ/

- 3 Listen and tick (✓). Then, listen again and repeat.

	/i:/	/ɪ/		/i:/	/ɪ/
ski	✓		drink		✓
swim		✓	eat	✓	
bill		✓	see	✓	
sleep	✓		pick		✓

Reading

- 4 a. What's the best travel experience you've ever had? Tell the class.
- b. Read the article and find the name(s) of ...
- 1 four countries. 3 two dishes.
2 three sports. 4 a dance.
- c. Which experiences are shown in the pictures? Read the article again and underline the sentences that best describe them.

Well-travelled!

Objectives/Targets: talking about travelling experiences

Vocabulary: natural features

Language focus

Grammar: Present Perfect

Language in use: Have you ever been to Australia? No. What's it like? It's fabulous! You should see Bondi Beach. It's incredible.; Gary has already picked up the tickets. He hasn't bought new sunglasses yet.

Listening: a dialogue between two friends talking about travelling

Skills involved: listening for specific information

Reading: an article about travelling experiences

Skills involved: scanning

Speaking: giving an interview (pair work)

Pronunciation: the /i/ and /I/ sounds

Writing: a travel magazine article

Focus ► introducing/practising vocabulary related to natural features

- 1 a. • Go through the words (*beach, falls, forest, river, jungle, lake, mount and caves*) and elicit/present their meaning.
 - Refer the Ss to the pictures and read the incomplete phrases. Ask the Ss if they know or have been to any of those places. Allow the Ss some time to complete the phrases. Check the Ss' answers.
- b. Read through the instructions and the example and explain the task. The Ss, in pairs, ask and answer using the prompts and the example as a model.

Suggested Answer Key

A: Have you ever been to Nepal?

B: No, what's it like?

A: It's fabulous. You should see Mount Everest. It's incredible.

A: Have you ever been to Venezuela?

B: No, what's it like?

A: It's fabulous. You should see Angel Falls. It's incredible. etc

- 2 **Focus ►** listening to a conversation about people and countries

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen and match the people to the countries. Check the Ss' answers.

Tapescript

Beth: Hi Paul ... what are they, holiday brochures?

Paul: Oh, hello Beth ... I'm thinking of going away somewhere, but I

don't know where to go ... they all look so nice!

Beth: Let me see ... mmm India – fabulous. Gill's been to India, you should ask her about it.

Paul: India? Gill? That's interesting. What do you reckon to Venezuela? or Brazil even?

Beth: Well I know someone who's been to Brazil ... a friend of mine Jack ... and he loved it.

Paul: Do you mean Jack Shaw? Has he been to Brazil? Cool!

Beth: What's this one ... Nepal ... wow!

Paul: Don't tell me you know someone who's been to Nepal!

Beth: No, I don't, but my sister Anne has been to Peru.

Paul: Peru's not near Nepal!

Beth: No ... but ... you know - they've both got big mountains!

Paul: Hey, what about Australia? It's a bit far, but it sounds great.

Beth: Yeah, well don't laugh, but Thomas has been to Australia. In fact he's getting married to an Australian girl in June.

Paul: I don't believe it!

Beth: There is a brochure here about Egypt. I've been to Egypt ... I went last year ... so I can tell you all about it.

Paul: It seems that everyone's been somewhere except for me ... I've only ever been to Germany on a school trip!

Beth: Oh, poor you! Never mind, we'll sort you out, let's have ...

- 3 **Focus ►** identifying and distinguishing between the /t/ and /I/ sounds

- Read the instructions and explain the task.
- Play the cassette/CD. The Ss listen and tick the appropriate phonetic symbol. Play the cassette/CD again, pausing for the Ss to repeat chorally and/or individually. Check the Ss' answers. Individual Ss read out the words.

- 4 a. **Focus ►** warming up

Read the instructions and explain the task. Ask individual Ss to tell the class about their best travel experience. Have a class discussion.

Ss' own answers

- b. **Focus ►** scanning a travel magazine article

Focus the attention of the Ss on the text on page 99. Read the instructions and explain the task. Allow the Ss some time to read through the text and complete the task. Check the Ss' answers.

Answer Key

- 1 Switzerland, Italy, France, Spain
- 2 skiing, swimming, surfing
- 3 frog legs, Huli-Huli chicken
- 4 flamenco

Note: Hawaii is a state, not a country.

- c. **Focus ►** identifying relevant information

Read the article and underline the sentences that describe the pictures. Explain any unknown words. Ss read out from the text.

Focus ► introducing and practising the Present Perfect

- 5 a. • Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask Ss to translate the sentences. Elicit the form of the **present perfect** from the Ss.
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- b. Read the instructions and explain the task. The Ss read the text again and underline all the **present perfect** forms. Check the Ss' answers. As an extension, ask Ss to talk about Andy's travel experiences.
- 6 Read the instructions and explain the task. Allow the Ss some time to read and complete the sentences, using the appropriate form of the verbs in the brackets. Check the Ss' answers.
- 7 • Say, then write on the board: *I **have bought** a new mobile phone.* Underline the words in bold. The Ss repeat after you. Ask Ss to translate the sentences. Then, ask: '*Bought*' is the past participle of which verb? Elicit: *buy*. Explain that irregular verbs have their own past participle.
- Ask the Ss to look up the verbs in their dictionaries and write the past participle of each one in their notebooks. Allow the Ss some time to do the task. Check the Ss' answers.

Answer Key

1 <i>bought</i>	3 <i>eaten</i>	5 <i>seen</i>
2 <i>come</i>	4 <i>flown</i>	6 <i>swum</i>

- 8 Read the instructions and the example and explain the task. Use the examples to elicit the position of *already* and *yet* in the sentences. The Ss then use the prompts and complete the task. Check the Ss' answers.

Suggested Answer Key

Gary has already washed his clothes. He hasn't taken his suit to the dry cleaner's yet.

Gary has already cancelled his newspaper delivery. He hasn't paid his bills yet.

9 **Focus ►** personalisation, talking about a journey

Read the instructions and explain the task. The Ss, in pairs, use their own ideas and the rubric as a guide and tell each other about their travelling experiences and record themselves. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Note: The Ss can bring their own tapes with them and record their dialogues. Later on, they can listen to their dialogues and check themselves.

10 **Focus ►** writing a travel magazine article

- Refer your Ss to Ex. 4b on page 98. Ask them to write a text about their travel experiences for Travel Light magazine in their notebooks. Tell them they can use their ideas from Ex. 9.
- The Ss write the text as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement Activities

Encourage Ss to find more information about the natural features in Ex. 1. Here are some useful links:

www.angel-falls.com
www.gobondi.com/bondi/bondi.asp
www.nationalgeographic.com/everest
www.crysta/inks.com/laketiticaca.html
www.britannica.com/eb/article
www.eduweb.com/amazon.html
www.clippertourism.com/ajantaellora.html
www.encyclopedia.com/html/B/BlackFlor.asp

On my TRAVELS

This week, Andy Brown, a reader from Newcastle, tells us about his travels.

Travelling is a great way to see and do some really interesting things.

I've travelled to most parts of Europe. I've skied in Switzerland and I've swum in Lake Como in Italy. I've eaten frogs' legs in France and I've danced the flamenco in Spain!



I've also lived in Hawaii. I've seen Mauna Loa, the world's biggest volcano. I've worked as a tour guide in Honolulu, I've eaten Huli-Huli chicken at a Luau, a Hawaiian celebration, and I've surfed in the Pacific Ocean!

I've had some great experiences on my travels and I can't wait to get back on the road!

Don't forget to send us your travel experiences. We're waiting!

www.travellight.com

Exploring Grammar

► Present Perfect

Grammar Reference

I have been all around Australia.
He has travelled to many different countries.
We haven't packed our things yet.
Has she come back from Spain yet?

- 5 a. Read the sentences above. How do we form *Present Perfect*? Complete.

Subject + **have/has** + Past Participle

- b. Read the article again and underline all the *Present Perfect* forms.

- 6 Read and complete the sentences.

- He **has travelled** (travel) around Britain five times.
- Have you ever stayed** (you/ever/stay) in a five-star hotel?
- He **hasn't decided** (not/decide) where to go on holiday.
- She **has sailed** (sail) across the Atlantic Ocean.
- We **haven't visited** (not/visit) the National Museum yet.
- The train **hasn't arrived** (not/arrive) yet.

- 7 Look up the following verbs and write the past participle of each one.

- | | | |
|--------|-------|--------|
| 1 buy | 3 eat | 5 see |
| 2 come | 4 fly | 6 swim |

- 8 Gary has had a busy week preparing for his holidays. Look and say.

THINGS TO DO:

- pick up the tickets ✓
- buy new sunglasses x
- wash clothes ✓
- take suit to the dry cleaner's x
- cancel newspaper ✓
- pay bills x

Gary has already picked up the tickets. He hasn't bought new sunglasses yet.

Speaking

- 9 **Portfolio:** You have just returned from a tour around the world. Tell your friend about:

- which places you have visited
- which activities you have done
- which foods you have tried

Record yourselves.

Writing

- 10 **Portfolio:** Write to *Travel Light* magazine about your travel experiences. Use Ex. 4b as a model.

Vocabulary

► Personal changes

- 1 Do you like changes in your life? Read the phrases and say which of these things ...

- a you have never done;
- b you have already done;
- c you have always wanted to do.

- redecorate my room • move house
- change jobs • start my own business
- lose weight • change my hairstyle

I have never redecorated my room.

Listening & Reading

- 2 a. Listen to a dialogue between two people. They are ...

- A friends who haven't seen one another for some time.
- B friends who meet up regularly.

- b. Read and complete the dialogue with the sentences from the box.

Laura: Frank! I don't believe it! I haven't seen you for ages. How are you?

Frank: 1) **A**

Laura: Thanks. I've lost a bit of weight recently. So, what have you been up to?

Frank: 2) **D** I started there a year ago.

Laura: That's good. I left work a couple of years ago. I've got a one-year-old son now.

Frank: 3) **C**

Laura: Thanks. It's the best thing that ever happened to me!

Frank: 4) **E**

Laura: No. We've moved to Parklands. Why don't you come over for dinner sometime?

Frank: 5) **B**

Laura: Well, here's my phone number. Give me a ring and we'll arrange a day.

Frank: It's a deal! You're the best cook I've ever known – but don't tell my wife I said that!

Laura: I'll be waiting for your call.

Frank: You can count on it! Bye Laura.

- A Hello, Laura. Fancy seeing you here! You look great!
- B Yeah, I'd like that. We can catch up on the last five years.
- C So you're a mother. Congratulations!
- D Well, I've changed jobs. I work at a travel agent's now.
- E Are you still living in Oak Street?

Speaking

- 3 Portfolio: In pairs, act out similar dialogues to Ex. 2 and record them.

Time for a change!

Objectives/Targets: talking about personal changes; paying and accepting compliments

Vocabulary: personal changes

Language focus

Grammar: Present Perfect Vs Past Simple; Superlatives

Language in use: I have never redecorated my room.; I really like your new dress! Thank you. It's nice of you to say so.; My uncle Billy is the funniest person I know.

Listening & Reading: a dialogue between two friends that haven't seen each other for a long time

Skills involved: reading/listening for specific purposes; inferring

Speaking: acting out a dialogue (role play; recording)

Everyday English: paying/accepting compliments

b. **Focus ►** reading for specific purposes

Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers. Explain any unknown words. Ss take roles and read out the dialogue.

3 **Focus ►** oral reproduction

Read the instructions and explain the task. The Ss, in pairs, use their own ideas and the dialogue as a model to act out similar dialogues and record them.

Ss' own answers

Note: The Ss can bring their own tapes with them and have their dialogues recorded. Later on, they can listen to their dialogues and check themselves.

1 **Focus ►** setting the scene

Read the instructions and the phrases and explain the task. Individual Ss use the phrases and the example as a model and make sentences.

Suggested Answer Key

I have already moved house.

I have always wanted to change jobs. etc

2 a. **Focus ►** listening to a dialogue between two friends.

- Read the instructions and the two options and explain the task.
- Play the cassette/CD. The Ss listen and complete the task. Check the Ss' answers.

4 **Focus ►** paying/accepting compliments

- Read the instructions and the language in the speech bubbles and explain the task. Allow the Ss some time to read and fill in the gaps.
- Play the cassette/CD, twice if necessary. The Ss listen and check their answers.

Game

Read the instructions and explain the task. Allow the Ss a minute to write the compliments, they take turns to compliment each other.

Focus ► Present Perfect Vs Past Simple

- 5 a. • Read the sentences in the table, focusing the Ss' attention on the words in bold. Use them to elicit the difference between **present perfect** and the **past simple**. Ask the Ss to complete the rules.
- Drill your Ss. Write prompts on the board. Individual Ss make sentences.
e.g. T: *go to bed/early last night*
S1: *I went to bed early last night.*
T: *worst book/read/ever*
S2: *This is the worst book I have ever read.*
etc
 - Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- b. Refer the Ss to the dialogue on page 100. Read the instructions and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.
- 6 Read the instructions and the example and explain the task. The Ss, in pairs, ask and answer as in the example. Check the Ss' answers.

Answer Key

- 2 A: *Have you ever seen a famous person?*
B: *Yes, I saw Jennifer Aniston in Greece last summer.*
- 3 A: *Have you ever broken a bone?*
B: *Yes, I broke my arm when I was ten.*
- 4 A: *Have you ever seen a musical?*
B: *Yes, I saw Billy Elliot last week.*

Focus ► introducing and practising the Superlative form

- 7 • Read the sentences in the table, focusing the Ss' attention on the words in bold. Ask the Ss which sentence compares two people and which more than two. Ask Ss to complete the rules.
- Refer the Ss to the **Grammar Reference** at the back of their books for further details.
- 8 • Read the instructions and explain the task. Allow the Ss some time to read the sentences and complete the task. Check the Ss' answers.
- Read the rubric and explain the task. The Ss use the prompts and the example as a model and tell the class about their families.

Ss' own answers

Optional Reinforcement Activities

Ask the Ss to bring into class pictures of celebrities from magazines, etc. In groups, ask them to prepare a collage, using pictures and a sentence to describe each celebrity, e.g. *Tom Cruise is the best actor in the world.*

Everyday English

► Paying/Accepting compliments

- 4  Look, read and complete. Then, listen and check your answers.

• made my day • nice of you



GAME

In groups of four, take a minute to write down a compliment you want to pay to each person in your group. Then, in turns, compliment one another. Don't forget to accept the compliment!

S1: I really like your new dress!

S2: Thank you. It's nice of you to say so!

Exploring Grammar

► Present Perfect vs Past Simple

Grammar Reference

I have moved house.
I moved house six months ago.

- 5 a. Read the sentences above and complete the rules.

We use **Past Simple** for things that happened in the past at a definite time.

We use **Present Perfect** for things that happened in the past but we don't know exactly when.

- b. Read the dialogue in Ex. 2b again and find examples of **Present Perfect** and **Past Simple**.

- 6 Ask and answer.

- 1 A: (win/competition)
B: (song competition/last year)
- 2 A: (see/famous person)
B: (Jennifer Aniston in Greece/last summer)

- 3 A: (break/bone)
B: (arm/when I was ten)
- 4 A: (see/musical)
B: (Billy Elliot/last week)

- 1 A: Have you ever won a competition?
B: Yes, I won a song competition last year.

► Superlatives

Grammar Reference

Jake is **taller than** Josh.
Harry is **the tallest** in the class/of all.

- 7 Read the examples above and match the sentences.

- 1 We use the comparative form to compare **b**
- 2 We use the superlative form to compare **a**
- a more than three people, animals/etc.
- b two people/animals/etc.

- 8 Read and complete.

- 1 Do you remember Roy? He was **the most handsome** (handsome) boy in the class.
- 2 Nigel is **the fittest** (fit) person I know.
- 3 I think Diana's **slimmer than** (slim) Rosie.
- 4 This is **the worst** (bad) cold I've ever had.
- 5 Rowan Atkinson is much **funnier than** (funny) Jim Carrey.
- 6 The Black Forest is **the most beautiful** (beautiful) place I've ever been to.

- Tell the class about your family. Use: *tall, short, slim, old, young, beautiful, handsome, funny, friendly, interesting, etc.*

My Uncle Billy is the funniest person I know.

Writing (a friendly letter)



Opening remarks:

- Sorry I haven't been in touch for a while.
- I'm sorry it has taken me so long to write.
- Apologies for not writing sooner.

1 Brendan is studying at Drama School. What kind of things do students do at Drama School? Read and put a tick (✓).

- | | |
|---------------------|----------------------|
| 1 Theatre studies ✓ | 4 Stage fencing ✓ |
| 2 Lighting design ✓ | 5 Stage management ✓ |
| 3 Maths | 6 Foreign languages |

Study skills

Writing your final draft

Before you hand in your composition to be corrected by the teacher, make sure you read it and check that you haven't made any mistakes in spelling, punctuation, grammar, etc.

2 Read Brendan's letter and identify: a) three spelling mistakes, b) two punctuation mistakes, c) three grammar mistakes. Then, correct them.

Dear Heather,

really Sorry I haven't been in touch for a while, but I've (sp) had a really busy term! I'm really enjoying Drama School and I has made some good friends here. things

have We've already put on two shows so far this (gr) term, so as you can imagine, thinks have been pretty hectic. And, guess what? I've got short hair now! I had to, for the part of Hamlet! I've also learning some stage-fencing ... cool, huh? (sp)

learned We've just got back from a trip to Stratford-upon-Avon. We spent a weak there and did some ? (pu) workshops with the Royal Shakespeare Company? It was one of the best times I've ever had. week (sp)

I hope things are going well for you in your new job. Have you made any plans for a holiday yet? (pu) How about come to London for a few days? I'd love to see you and catch up on all the news from home. coming (gr)

Write soon and let me know,
Love,
Brendan

3 Read the letter again and complete the plan.

- your friend's news
- your news • apologise

Para 1: apologise
& give reasons for not writing sooner

Paras 2 & 3: give your news

Para 4: ask about your friend's news

Discuss & Write

4 Think of all the things that have happened to you in the last six months and keep notes under the following headings.

- changes in appearance • new experiences • journeys

Now, tell the class.

5 Portfolio: You haven't written to a good friend because you have been really busy. Write a letter telling him/her all your latest news. Use Ex. 2 as a model.

COM+EDDY



Catching up

Objectives/Targets: writing friendly letters

Writing: a letter to a friend

Skills involved: note taking; organising ideas into paragraphs

Speaking: about personal changes (monologue; reporting)

Focus the Ss' attention on the **Study Tip** box. Read through it and ask the Ss to tell you in what kind of text they expect to find such remarks. Elicit the answer. (In the Introductory paragraph of letters to friends.)

1 **Focus ►** setting the scene

Read the instructions and explain the task. Allow the Ss some time to read the subjects and complete the task. Check the Ss' answers.

Study Skills

Focus the Ss' attention on the **Study skills** box. Read through it and explain that it is important to proof read their work before they hand it over for correction. In this way, they can avoid mistakes in spelling, punctuation and grammar.

2 **Focus ►** reading for specific purposes, scanning a text for mistakes

Read the instructions and explain the task. Allow the Ss some time to read through the letter and correct the mistakes. Check the Ss' answers.

3 **Focus ►** reading for specific purposes, identifying genre structure

Read the instructions and explain the task. The Ss read the letter again and complete the plan. Check the Ss' answers.

4 **Focus ►** generating ideas

Read the rubric and explain the task. Allow the Ss some time to brainstorm and keep notes of the most important things that have happened to them in the past six months. Ask individual Ss to report back to the class.

Ss' own answers

5 **Focus ►** writing a letter to a friend

- Refer your Ss to the letter on page 102. Ask them to use their own ideas and the letter in Ex. 2 as a model and produce a similar letter to a friend they haven't written to in a while, in their notebooks.
- The Ss write the letter as written homework. Display their work.

Note: The Ss file their corrected pieces of writing in their **Language Portfolio**. (See Introduction for further explanation.)

Optional Reinforcement & Extension Activities

- 1 Ask Ss to write three sentences about experiences in their lives. One of the sentences must be false. *e.g. I've been to Madame Tussaud's. (T) I've eaten sushi. (T) I've seen Johnny Depp. (F).* Ss' read out the sentences to the class. The class decides which is the false statement.
- 2 Encourage the Ss to come up with funny excuses for not writing to someone, *e.g. I haven't written because I've been on a desert island for months.*

Science

Objectives/Targets: learning about sun rays

Reading: an article about the different kinds of rays

Skills involved: reading for specific information;
problem solving skills

1 **Focus ►** brainstorming for words related to the sun

Read the instructions and explain the task. Tell the Ss they can use their dictionaries, if they wish. Allow the Ss some time to complete the task. Check the Ss' answers.

Suggested Answer Key

sunblock, sunbathe, suntan, sunburn, sunkissed, suntan lotion, etc.

2 **Focus ►** identifying types of sun rays

Focus the Ss' attention on the diagram illustrating the exercise. Ask them to study it and tell the class how many kinds of rays there are and which ones don't go through the ozone layer. Check the Ss' answers.

Answer Key

There are three kinds of rays.

The UVC rays don't go through the ozone layer.

3 **Focus ►** answering questions about the different types of sun rays

Read the instructions and explain the task. Allow the Ss some time to read through the text and answer the questions. Ask them to underline the sentences in the text that verify their answers. Check the Ss' answers.

Answer Key

1 UVA

2 summer

3 sunscreen, suntan lotion with high SPF

4 **Focus ►** problem solving activity, finding the right SPF

Read through the rubric and explain the task. Allow the Ss some time to complete the task. Check the Ss' answers.

Ss' own answers

Optional Reinforcement & Extension Activities

Ask the Ss, in groups, to prepare a 'Safe in the Sun poster', using pictures from magazines etc.

Additional Materials

Word Perfect 10, p. 120

Grammar Check, Exs 1-5, p. 131

Reading

- Here are some words connected with the sun. Can you think of any more? Use your dictionaries, if you wish.

- sunshine
- ray
- tan
- sunscreen

- Look at the diagram. How many kinds of rays are there? Which rays do not go through the ozone layer?

- Read and answer.

- Which rays did scientists believe to be safe?
- What time of year are UVB rays stronger?
- How can we protect ourselves from these rays?

4 Finding the right SPF for you!

- Think about how long you can stay in the sun before you start going red (e.g. 20 minutes).
- Calculate how long you usually stay in the sun (e.g. 3 hours = 180 minutes).
- Divide the number in b by the number in a (e.g. $180 \div 20 = 6$).
- The answer is the correct SPF for you.

a Ray of Sunshine

UVA:

These are present all year round and cause the skin to age and wrinkle. Scientists used to believe that these were the 'safe' rays, but in fact they do the most damage. UVA rays can get through clothes, hats and even windows.

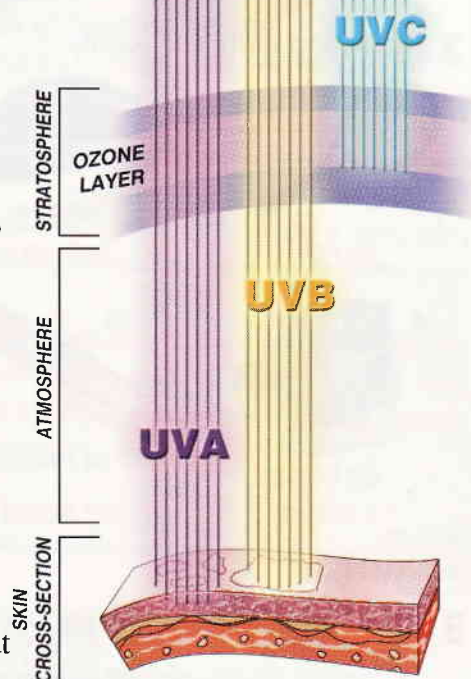
UVB:

These are the 'burning' rays and are stronger in the summer, especially from 10am to 3 pm. UVB rays are the cause of sunburn and can also damage your eyes.

UVC:

These are the most powerful and harmful rays. Fortunately, the ozone layer stops them from reaching Earth. That is why it is important to protect the ozone layer!

A bright sunny day makes us all feel good, and getting a nice tan in the summer makes us feel healthy and fit. But, in fact, the rays from the sun can cause a lot of damage.



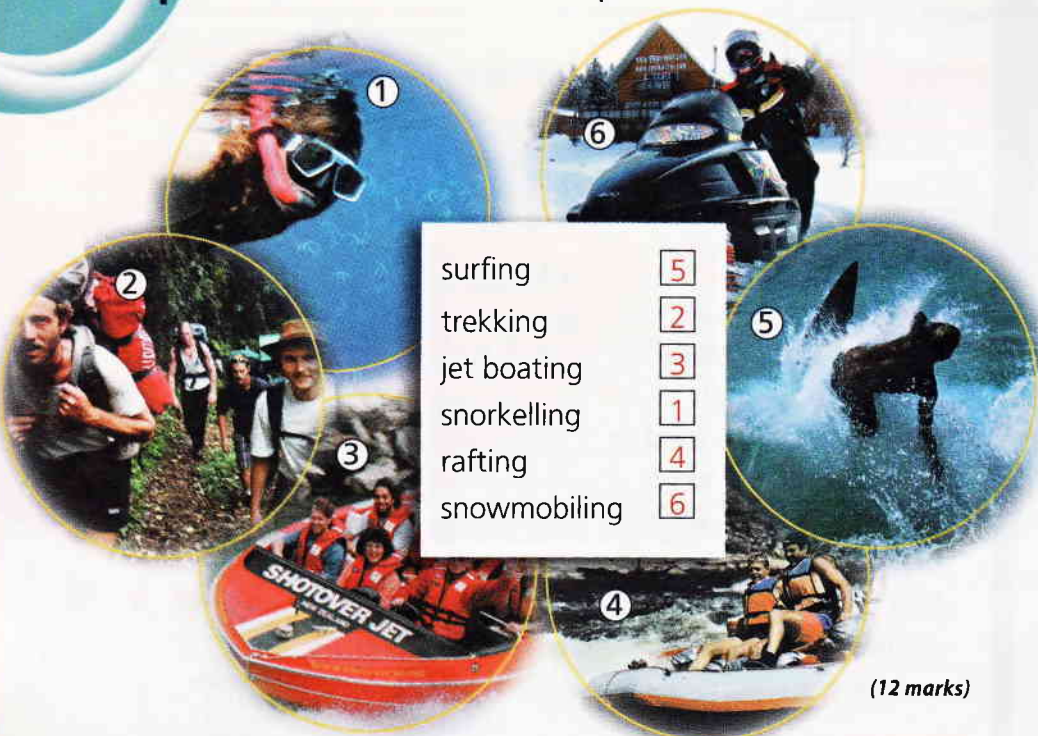
How can we protect ourselves from the sun's rays? The most obvious answer is a sunscreen. Always put on a suntan lotion with a high SPF (Sun Protection Factor). It's also a good idea to wear sunglasses and a hat.

Self-Assessment

MODULE 5

Vocabulary

1 Look, read and number the sports.



2 Look and write the words.



3 Read and underline the correct word.

- In the future, cars will run on solar energy/nutrition pills.
 - Can you help me? I can't get/reach the top shelf?
 - Have you got any plans for your venture/gap year?
 - I can't wait to go to Tibet; it's a great opportunity/skill for me.
 - Hawaii is a popular holiday destination/adventure for people all over the world.
 - We lay on the relaxing/sandy beach for hours.
- (12 marks)

Grammar

4 Read and match the sentences.

- | | | |
|---|---|--|
| 1 | b | A: Are you coming to my party on Saturday? |
| 2 | d | A: I'm meeting James in town at eight o'clock. |
| 3 | a | A: Why are you wearing your trainers? |
| 4 | c | A: I'm taking the kids to see the new Disney film tonight. |
- a B: Because I'm going to go jogging in the park.
b B: I'm not sure. I'll ring you on Friday.
c B: Are you? Oh, I'm sure they'll love it!
d B: Are you going to drive there or take a taxi?

(4 marks)

5 Read and complete the sentences using *Present Perfect* or *Past Simple*.

- I lost (lose) my camera. Have you seen (you/see) it anywhere?
- Jane worked (work) in Argentina in 1999.
- George started (start) his new job two days ago.
- They haven't finished (not/finish) their homework yet.
- Frank has just bought (just/buy) a new house.
- Did you do (you/do) anything special last night?
- She has travelled (travel) to a lot of countries.
- Has he called (he/call) the doctor yet?
- You have already eaten (already/eat) four sandwiches!
- We went (go) to a concert last Sunday.

(10 marks)

6 Read and choose the correct item.

- You park here. Use the car park in Queen Street.
A must **B** mustn't
C can
- These are the shoes I've ever had.
A comfortable
B more comfortable
C most comfortable
- You pay before you get on the bus.
A must B mustn't
C shouldn't
- Use this bowl. It's than the other one.
A big **B** bigger
C biggest
- La Luna* is the restaurant in town.
A good B better
C best
- You check out of the hotel by 12.
A should B mustn't
C must

(6 marks)

Communication

7 Read and complete.

- A: Are you **1) doing** anything special on Saturday, Julie?
B: Not that I know of. Why?
A: Do you fancy **2) coming** to see the new *George Clooney* film?
B: That **3) is** nice.
A: I'll **4) give** you a ring tomorrow morning.
B: OK, thanks.

(4 marks)

Listening

(For tapescript see pp. 152T-153T)

8 Listen and complete the missing information.



Need to get away?

Call in today!

- Fantastic deals on package holidays in
1 Spain
- 2 two -week holidays on the Costa del Sol.
- A luxury 3 hotel with full board.
- Cost of package, including flight, only
4 £269 !

We're open 9 am – 5 6 pm.

(20 marks)

Reading & Writing

9 Michelle is a student at a ballet school. Complete her letter to her friend, Daniel, using the notes below.

- ✓ already put on three shows – things very hectic
- ✓ grow my hair for part of *Sleeping Beauty*
- ✓ just got back from trip to London – do workshops with Royal Ballet

Dear Daniel,

Sorry I haven't been in touch for a while, but I've had a really busy term. I'm really enjoying ballet school and I have made some good friends here.

*We have already put on three shows and things are very hectic. I let my hair grow for the part of *Sleeping Beauty*. I have just got back from a trip to London, where I did workshops with the Royal Ballet.*

Write soon with all your news.

Love,
Michelle

(20 marks)

(Total = 100 marks)

NOW I can...

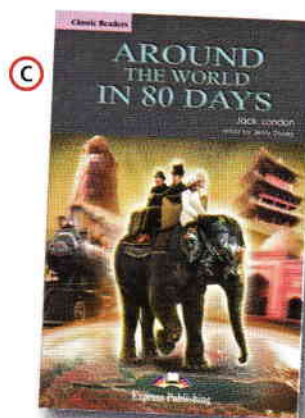
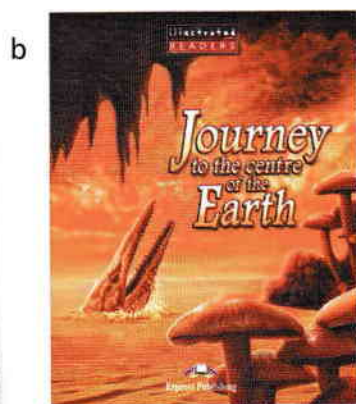
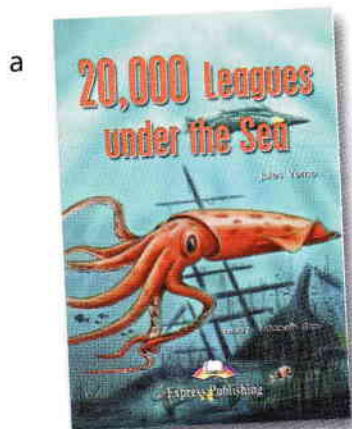
- talk about sports and sports equipment
- talk about the future
- give personal plans and intentions
- talk about personal experiences
- write e-mails/letters

... in English!

Across the Curriculum 5



1 Look at the novels. Are they about: a) travelling or b) monsters?



2 Read and match the characters to the novels.

1	c
2	a
3	b

Phileas Fogg, a rich man who travelled to win a bet

Captain Nemo, the captain of an underwater ship

Professor Lidenbrock, the leader of an expedition

3 Listen to an extract and match it to the correct novel.



Get Into The Groove!

Hold on tight
Gonna dance with you all night
 And I ain't takin' no for an answer!
 Hold me close
Gonna sweep you off your toes
Coz I ain't no statue, I'm a dancer!
Gonna make you dance
Gonna make you move
Gonna make you get
 Into the groove!

1 Listen and read. Underline the words that mean: *I'm going to, I'm not (a), because.*

2 Read the following lines from songs and try to rewrite them in 'correct' English! Check with your teacher.

Ain't no sunshine when she's gone
 Ain't gonna cry over you
 Ain't it the truth?
 Never gonna give you up
 I ain't got no money and I ain't got no hair

There's no sunshine when she's gone.
 I'm not going to cry over you.
 Isn't it the truth?
 I'm never going to give you up.
 I haven't got any money and I haven't got any hair.

Across the Curriculum 5 (Literature)

Aims: introducing the Ss to the adventurous world of Jules Verne's novels

Vocabulary: literature related words, (plot; summary; main characters; setting; etc.)

1 **Focus** ➤ introducing the Ss to the theme of the unit, setting the scene

- Focus the Ss' attention on the book covers. What do all these books have in common? (*They are all written by Jules Verne.*) Are the Ss familiar with the author? Have they read any of his other books? What is so special about this author? (*He is considered the prophet of Literature. He foretold the existence of many objects such as the submarine, the phonograph, etc.*) What kinds of books do they like reading? Have a class discussion.
- Read the instructions and explain the task. The Ss look at the book covers and complete the task. Check the Ss' answers.

Extension

If you wish, ask the Ss to find the information missing from the following Jules Verne factfile.

First name(s):	.....
Last name:	.....
Place of birth:	.....
Date of birth:	.....
Major Works:	.....

2 **Focus** ➤ reading for specific information, inferring, matching

Read the instructions and the characters' names and explain the task. Explain any unknown words. Allow the Ss some time to read and match the characters to the novels. Check the Ss' answers.

3 **Focus** ➤ listening for specific purposes, matching

- Read the instructions and explain the task.
- Play the cassette/CD, twice if necessary. The Ss listen to the extract and match it to the correct novel. Check the Ss' answers.

Tapescript

The three men got off the train and walked towards the village. "What are we going to do now?" said Cromarty. Fogg was a man who would not let anything get in his way. He looked at Cromarty and smiled.

"My dear Sir Francis, I have been challenged to get around the world in eighty days and that's exactly what I'm going to do!"

Passepartout then noticed a man riding an elephant and pointed him out to Fogg. Fogg immediately walked up to him.

"May I buy your elephant?"

"It's not for sale!"

"I'll give you two thousand pounds!"

Passepartout and Cromarty were shocked.

"You can't buy an elephant!" said Cromarty. "It's madness!" But Fogg took no notice and gave the money to the man, who happily took it.

Songsheet 5 – Get Into The Groove!

Aims: listening to a song; working on the language of modern songs

1 **Focus** ➤ listening for specific purposes, matching sounds to words

- Focus the Ss' attention on the title and the picture illustrating the song. Ask the Ss to guess what kind of music it is. Read through the song lyrics and elicit any unknown vocabulary.
- Say, then write on the board: *I'm going to, I'm not, because*. Point out that in everyday speech, people tend to pronounce words in a different manner than that in which they are written. Ask them to read through the lyrics and underline the words that mean *I'm going to, I'm not, because*, but are written the way they are pronounced. Check the Ss' answers.
- Play the song. The Ss listen and sing along.

2 **Focus** ➤ reading for specific purposes

Read the instructions and explain the task. Allow the Ss some time to read through the lyrics and rewrite them in 'correct' written English. Check the Ss' answers.

Special Days



THE MACBEANS



Hogmanay

THE SCOTTISH NEW YEAR!

Lead-in

- 1 a. Look at the title and the pictures.
What's the name of the celebration?
Where is it? When is it?
- b. What comes to mind when you think
of New Year (sounds, images, tastes,
smells)?

Reading

- 2 Match the words to the definitions.

1	A	Coal
2	E	Shortbread (shortie)
3	D	First-footer
4	B	Bells
5	C	Black bun

- A a black substance that you put on the fire
(a symbol of good luck at New Year)
- B metal objects that make a ringing sound
- C a fruit cake that people eat at Hogmanay
- D the first person to step into your house
after midnight on December 31st (a tall,
dark handsome man brings good luck)
- E a type of biscuit, popular in Scotland

- 3 Look at the cartoon. What's the name
of the family? Read the cartoon and
complete the speech bubbles with
some of the words from Ex. 2. Then,
listen and check your answers.

Listening

- 4 Listen to 'Auld Lang Syne', a traditional
Scottish New Year song.
- 5 Grandpa MacBean cannot remember
the words to 'Auld Lang Syne'. The rest of
the family made up their own simpler
version. Listen and read and sing along!

Remember the Old Times

How could we all forget our friends
And put them out of mind?
How could we all forget our friends
And forget about old times?

Remember the old times, my dears
Remember the old times
We'll make a toast to all our friends
And remember the old times.

Hogmanay: The Scottish New Year!

Objectives/Targets: talking about how the Scots celebrate New Year's Eve

Vocabulary: words related to New Year's celebration

Reading: a cartoon strip about a Scottish family celebrating Hogmanay

Skills involved: reading for specific purposes (gap filling)

Listening: 'Auld Lang Syne' a traditional Scottish New Year song; 'Remember the Old Times', a song made up to the tune of 'Auld Lang Syne'

Speaking: talking about New Year's celebrations

Note: This unit is optional and is best to be taught just before the corresponding holiday.

1 a. **Focus ►** introducing the theme of the unit, setting the scene

Focus the Ss' attention on the pictures illustrating the unit. Read the title and ask your Ss to look at the pictures for a minute. In which country is the celebration held? Which celebration is it? Have a class discussion.

- b. Read the instructions and explain the task. Ask the Ss to brainstorm for a list of sounds, images, tastes or smells that come to mind when thinking of New Year.

Ss' own answers

2 **Focus ►** introducing vocabulary related to Hogmanay, the Scottish New Year's Eve celebration

Focus the Ss' attention on the cartoon strip. Read the instructions and explain the task. Allow the Ss some time to read through the definitions and match them to the nouns. Check the Ss' answers.

3 **Focus ►** reading for specific purposes, gap-filling

- Refer your Ss to the cartoon strip on pages 108-109. Ask the Ss to scan through the text and find out what the name of the family is (*MacBean*). Once they finish, ask them to read through the cartoon carefully and fill in the speech bubbles using the words from Ex. 2. Allow the Ss some time to complete the task.
- Play the cassette/CD. The Ss listen and check their answers.

4 **Focus ►** listening for gist

- Focus the Ss' attention on the title of the song. What language is it in?

History

Here are some facts about the song your Ss might be interested in:

- It was written by Robert Burns, the Scottish national poet
- It is sometimes referred to as the "Song that nobody knows", because everyone remembers the melody but not the lyrics.
- In English, the title means: old long since (times gone by).
- Read the instructions and explain the task.
- Play the cassette/CD. The Ss listen to the song.

5 **Focus ►** listening to a song about New Year's Eve

Play the cassette/CD. The Ss listen and follow in their books. Play the cassette/CD again. The Ss listen, follow in their books and sing along.

6 **Focus ►** personalising, talking about New Year celebrations

Read the instructions and explain the task. The Ss, in pairs, talk about New Year's Eve celebrations. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Ss' own answers

7 **Focus ►** writing about the way their family celebrates New Year's Eve

- Refer the Ss to the questions in Ex. 6. Ask them to use their answers from Ex. 6 to write a text about the way they celebrate New Year.
- The Ss write the text as written homework.

Note: The Ss file their corrected pieces of writing in their *Language Portfolio*. (See *Introduction* for further explanation.)

Optional Reinforcement & Extension Activities

If your Ss have Internet access, tell them they can find more about Hogmanay if they visit the following site: www.edinburghshogmanay.org.



Speaking

6 How does your family celebrate New Year? In pairs, discuss the following questions.

- 1 Do you stay at home or go out?
- 2 Do you invite friends and relatives?
- 3 Do you eat any special food? What kind?
- 4 Do you have firework displays?
- 5 What do you do when the clock strikes midnight?
- 6 Do you sing any songs?
- 7 Do you have any symbols of good luck?

Writing

7 **Portfolio:** Write about how you celebrate New Year. Start like this: *New Year is one of my favourite times of the year. My family ...*



Valentine's Day



Love is in the air!

Valentine's Day is a popular celebration all over the world. Nowadays it's usual to send Valentine's cards, flowers or chocolates to the people you love. In the past, however, people did some very **unusual** things!

In the Middle Ages, young men and women took names from a jar to see who their valentines were. They wore the names on their sleeves for a week. Today, when we say that someone 1) '**wears their heart on their sleeve**', we mean that it is easy to understand how they are feeling!

Lead-in

- 1 The phrases below all mean the same thing. Can you guess which languages they are? What do they mean?

♥ *Je t'aime!*


♥ *Te amo!*

♥ *Ich liebe dich!*

♥ *Ti amo!*

Now, say it in your language!

Reading

- 2  Read the text and complete it with the following phrases. Then, listen and check your answers.

'you unlock my heart'

'wears their heart on their sleeve'

'Good Morning, 'tis Valentine's Day!'

- 3 Answer the questions. Then, explain the words in **bold**.

- 1 What do people do on Valentine's Day nowadays?
- 2 What did they do in the Middle Ages?
- 3 What gifts were popular in Wales?
- 4 Why did women in Britain and Italy get up before sunrise?

Valentine's Day

Objectives/Targets: talking about Valentine's Day and related customs/traditions

Vocabulary: words and phrases related to Valentine's Day

Reading: an article about customs/traditions connected with Valentine's Day

Skills involved: reading for specific purposes

Listening: a poem by Robert Burns

Note: This unit is optional and is best to be taught just before the corresponding holiday.

1 **Focus ►** introducing the Ss to the theme of the unit

- Read the phrases. Can your Ss guess what they mean? Which languages are they in? Have a class discussion.

Answer Key

They all mean 'I love you' in French, Spanish, German and Italian.

- Individual Ss tell the class what 'I love you' is in their language.

2 **Focus ►** reading an article about customs/traditions related to Valentine's Day

- Read the instructions and the phrases and explain the task. Allow the Ss some time to read the text and complete the task. Check the Ss' answers. Explain any unknown words.
- Play the cassette/CD. The Ss listen and check their answers. Ss read out from the text.

3 **Focus ►** reading for detailed understanding

- Read the instructions and explain the task. Allow the Ss some time to read the text again and find the answers to the questions. Check the Ss' answers.

Answer Key

- 1 *They send Valentine's cards, flowers or chocolates to the people they love.*
- 2 *Young people took names from a jar to see who their Valentine was. They wore the names on their sleeves for a week.*
- 3 *Wooden spoons.*
- 4 *Because they believed that the first man they saw would eventually become their husband.*

- The Ss read the words in bold and explain their meaning.

Answer Key

unusual: not ordinary

sleeves: the part of a jumper that covers our arms

carved: if you carve an object, you make it by cutting it out of a substance such as wood or stone using a sharp instrument

sunrise: when the sun comes up in the morning

custom: a communal traditional habit of celebrating or commemorating something in a particular way

4 a. **Focus ►** personalising, brainstorming

- Read the instructions and explain the task. Do your Ss know any love songs? Which is their favourite one? Why? Have a class discussion.
- The Ss, in pairs or groups, work together and brainstorm for a list of songs the titles of which contain the word *love*. Circulate and provide any necessary help.

Suggested Answer Key

Lovesong, Have I ever told you that I love you? Love is in the air, In the name of love, Love me tender, Friday I'm in love, Love me two times, Love Street, etc.

b. **Focus ►** reading for specific information, inferring, vocabulary building

- Refer the Ss to the Robert Burns poem. Read through it and explain that this is a poem adapted from a very old poem written by Robert Burns, the Scottish national poet. Point out that because of the poet's Scottish origins, the poem contains words that are not standard English but belong to the Scottish dialect.

- Read the instructions and explain the task. Allow the Ss some time to read through the poem and spot the words. Check the Ss' answers.

Answer Key

1 *fair, bonny* 2 *melody* 3 *lass*

• **Focus ►** personalising, oral reproduction

Refer the Ss to the Robert Burns poem once more. Read the instructions and explain the task. Allow the Ss some time to write the sentences. Circulate and provide any necessary help. Ask some pairs of Ss to report back to the class.

Suggested Answer Key

My love is like a good night's sleep.

My love is like a stick of candy floss. etc

In Wales, men carved wooden spoons and gave them as gifts on 14th February. Hearts and keys were popular decorations on the spoons, meaning 2) 'you unlock my heart'!

In Britain and Italy, women got up before sunrise and stood at their windows. The first man they saw, or someone who looked like that man, would be their husband within a year!

An old English custom was for people to call out to each other 3) 'Good morning, 'tis Valentine's Day!'. Whoever said it first got a present from the other!



- 4 a. Do you know any poems or songs about love? In pairs or groups, write down as many song/poem titles you can think of with the word 'love' in them! You've got three minutes!

b. Listen and read this famous love poem and find:

- 1 two words that mean *beautiful*.
- 2 another word for *tune*.
- 3 a word that means *girl/woman*.

*My love is like a red, red rose
That's newly sprung in June
My love is like the melody
That's sweetly played in tune*

*As fair are you, my bonny lass
So deep in love am I
And I will love you still, my dear
Till all the seas run dry.*

(Robert Burns, adapted)

- **Over to you!** Close your eyes and think of your favourite person. Make sentences beginning with *My love is like ...* . Think of sights, sounds, smells and tastes. Be as humorous as you wish!

*My love is like a summer's day. His eyes are bright
and his smile warms my day!*

*My love is like a chocolate chip cookie. She's the
sweetest girl I know!*

Did You Know?

The colour of a rose represents a particular feeling:

Red: love, passion

Yellow: friendship

White: true love

Pink: happiness

Black: goodbye

Pairwork Activities

Visual Materials

1A

Camp Relax
Montana, USA

Camp Relax
the camp with a difference!
You can do all your favourite things in your own time:

- Play chess
- Draw
- Play table tennis
- Have cookery lessons

Feel at home... there's something here for all the family.
Call us at 555 345 788 or e-mail us at www.camprelax.com!

2A

BARNES SCHOOL BENEFIT CONCERT

SATURDAY 29th SEPTEMBER
SUNDAY 30th SEPTEMBER

At Mainline Stadium
TICKETS: £2.50

3A

BRIXTON MARKET
Electric Avenue, Brixton (nearest station: Brixton)

COME AND SHOP AT BRIXTON MARKET.
WE SELL CLOTHES, FOOD AND LOTS MORE!

OPEN Mon - Sat 9-6 Wed 9-3

4A

SPARKS MUSEUM
More than 200 exhibits to look at.

OPEN DAILY 10 am - 5 pm

Café and shop open 9:30 am - 4:30 pm
Picnic area and playground for children.

Tickets: Adults £6.50
Children £1.95
SPECIAL PRICE FOR GROUPS!

5A

Pro-Active WEEKEND
MULTI-ACTIVITY COURSES INCLUDING:

- Rock climbing
- Trekking
- Rafting
- Diving

From October: mountain biking will replace diving.
5, Castle Street, Llangollen North Wales
Activity Bookings 01978 86918

£230
including Bed & Breakfast.

Pairwork Activities

Visual Materials

set 2

STUDENT B

1B @Internet Explorer

The Host Post

Name of Host Family:
Yamada

Country:
Japan

Family members:
5 (mother, father, two sons, one daughter)

Favourite food:
sushi

Favourite family activity:
swimming

2B

Baird Road, Bathgate, Scotland



£150.00 per week

House to let!

- 2 bedrooms • large living room
- modern kitchen • small garden

**Close to train station and shops.
Call 01506 496556**

3B

Jasmine's Restaurant

82, SLOANE AVENUE
(Nearest station: Sloane Square)
PRICE PER PERSON: £17
Food type: Indian



**The Best Indian restaurant in London!
Excellent value for money!**

4B

Writing Workshop

Tanner House, Ashburton
Tel: (01364) - 652 772

WE OFFER A SHORT COURSE ON CREATIVE WRITING.

Time: Saturday 10th July - Sunday 11th July

Price: £250

You must be 18 or over.

5B

Rosita Suites

Take a seven-day break and discover the best of Mexico.
Enjoy comfortable accommodation, live music and friendly service!



FACILITIES • 260 suites • spa • pool • free parking • room service • restaurant

Cost: £1,500 including flights.

Pairwork Activities

Visual Materials

1B

Family Camp

- Name?
- Phone number?
- Where?
- E-mail address?
- What/do?

2B

School Benefit Concert

- Name/school?
- When?
- Where?
- How much/tickets?

3B

Market

- Name?
- When/open?
- What/nearest station?
- What/sell?
- Where?

4B

Museum

- Open weekends?
- Café?
- Place for children?
- Children's tickets? £?
- Special price/groups?

5B

Activity Weekend

- What/do?
- Telephone number?
- How much?
- What/price/include?
- Mountain biking?

Pairwork Activities

Visual Materials

set 2

STUDENT A

1A

Host Family

- Name?
- Who/family members?
- What/favourite activity?
- Where/from?
- What/favourite food?

2A

House to let

- Where?
- How much?
- Rooms?
- Garden?
- Telephone number?

3A

Restaurant

- Name?
- Address?
- What kind/food?
- Nearest station?
- Price?

4A

Writing Workshop

- When?
- Where?
- How much?
- Telephone number?
- Children?

5A

Holiday

- Name/hotel?
- Where?
- How many days?
- Facilities
- Price?

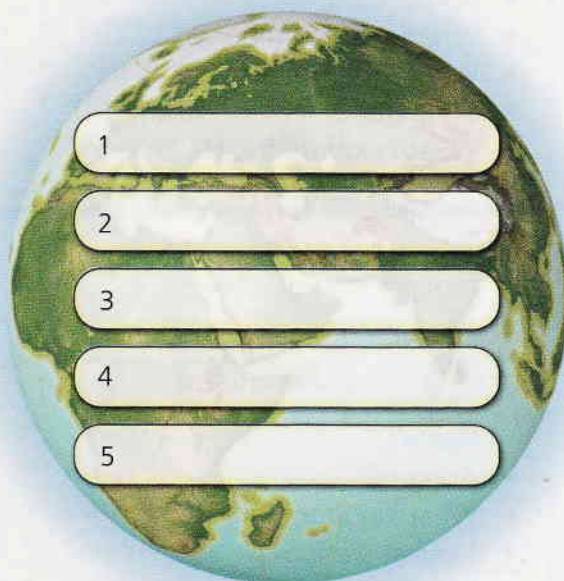
Word Perfect

1 Countries

- 1 Find fifteen countries. Whoever finishes first is the winner!

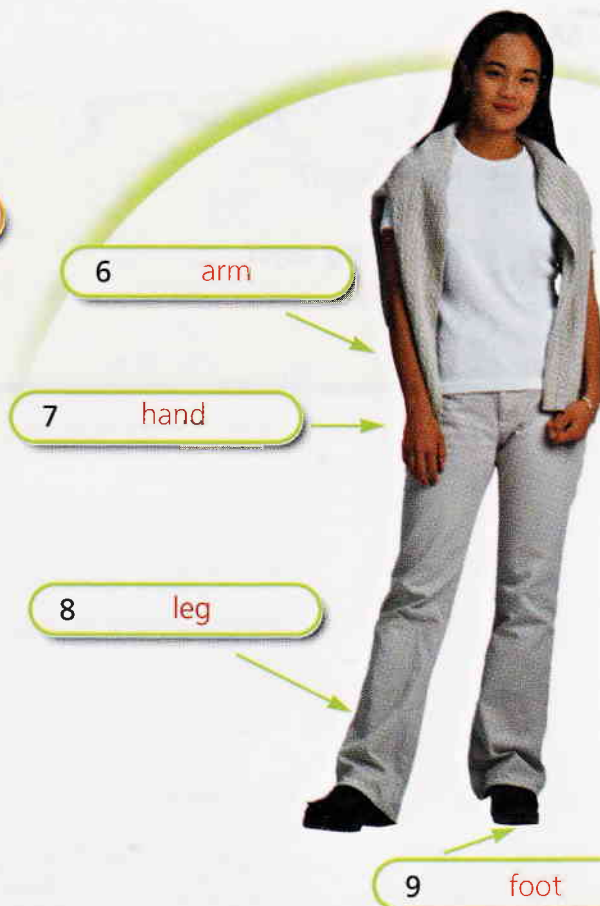
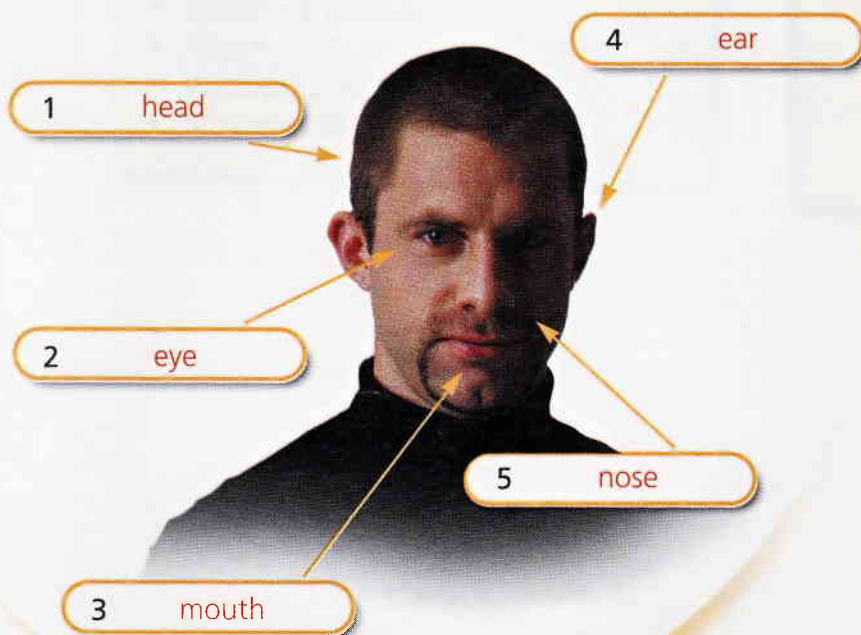


- 2 Which of these countries do you want to visit? Make a list of your top five choices.
(Ss' own answers)



2 Parts of the Body

- 1 Label the parts of the body.



- 2 Point to parts of your body. Ask your partner to name them. Speed it up to make it fun!

3 Jobs

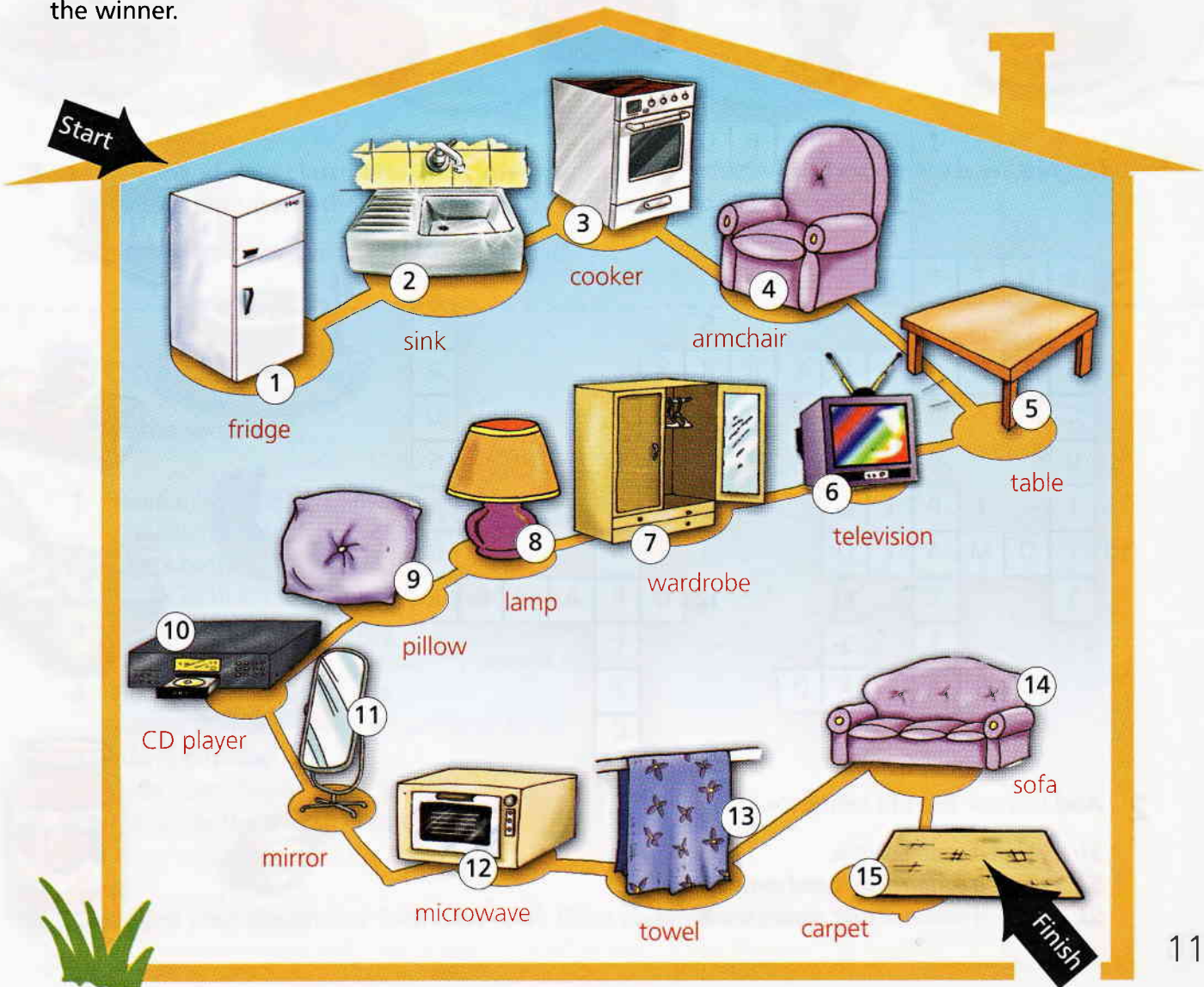
1 What's the job? Read the descriptions and write. You've got only two minutes!

- | | |
|---|--|
| 1 I fly aeroplanes. | p <u>i</u> l <u>o</u> t |
| 2 I work for a TV station. | r <u>e</u> p <u>o</u> r <u>t</u> e <u>r</u> |
| 3 I protect people. | p <u>o</u> l <u>i</u> c <u>e</u> o <u>ff</u> i <u>c</u> e <u>r</u> |
| 4 People come to me when they're ill. | d <u>o</u> c <u>t</u> o <u>r</u> |
| 5 People bring their pets to me. | v <u>e</u> t |
| 6 I work at a restaurant. | c <u>h</u> e <u>f</u> |
| 7 I can look after your baby at nights. | b <u>a</u> b <u>y</u> s <u>i</u> t <u>t</u> e <u>r</u> |
| 8 I look after people when they swim. | l <u>i</u> f <u>e</u> g <u>u</u> a <u>r</u> d |

2 Which of these jobs do you like the most? Find someone in the class who likes the same job.

4 Things in a House

1 In pairs or teams, play the game. Place a counter on START. Take turns to throw the dice and name the item. If you can't name it, go back to START. The one who gets to the FINISH first is the winner.



Word Perfect

5 Buildings

1 Complete the words.

- 1 post office
- 2 super market
- 3 butcher's
- 4 train station

- 5 library
- 6 school
- 7 restaurant
- 8 petrol station

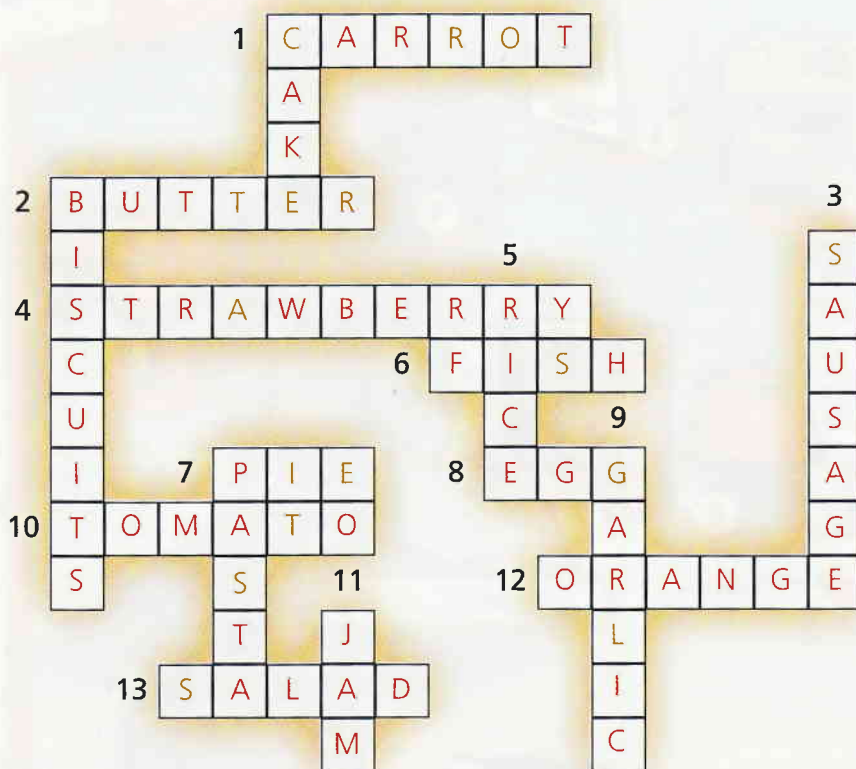
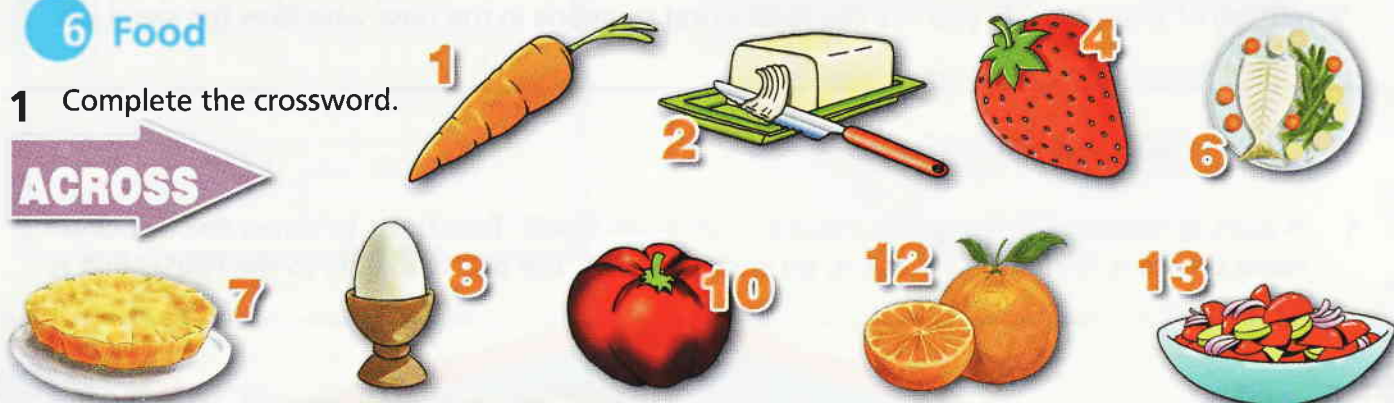
- 9 garage
- 10 greengrocer's
- 11 cinema
- 12 cafe

2 Imagine you are at one of the buildings above. Mime an action. The rest of the class tries to guess where you are.

6 Food

1 Complete the crossword.

ACROSS



DOWN



2 Add to your friend's sentence.

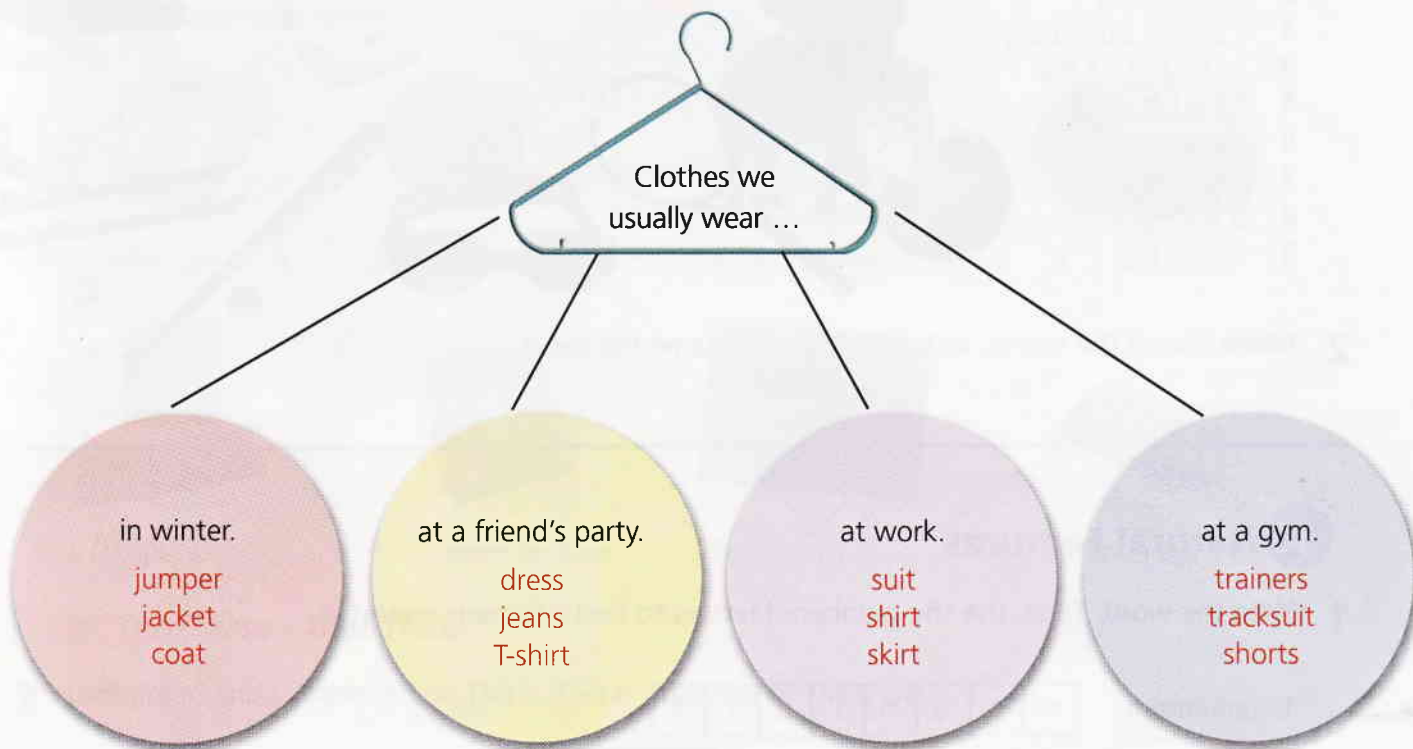
S1: I've got a carton of milk.

S2: I've got a carton of milk and some cheese.

S3: I've got a carton of milk, some cheese and ...

7 Clothes

- 1 Complete the spidergram below with at least three items of clothing for each category. Then, work with a friend and add from his spidergram the clothes you haven't included.



- 2 I spy! Look at your classmates and close your eyes. Describe what a classmate is wearing. The rest of the class (with their eyes closed) try to guess who that person is.

S1: She's wearing jeans and a red blouse. Who is it?

8 Ordinal numbers

- 1 Write the sentences.

- Hannah's birthday: 1st March
Hannah's birthday is on the first of March.
- Sam's birthday: 15th April
Sam's birthday is on the fifteenth of April.
- Diana's birthday: 22nd May
Diana's birthday is on the twenty-second of May.
- Fiona's birthday: 12th June
Fiona's birthday is on the twelfth of June.
- Alan's birthday: 3rd July
Alan's birthday is on the third of July.
- Harry's birthday: 31st August
Harry's birthday is on the thirty-first of August.

- 2 When are your classmates' birthdays? Ask them and make a list.

Word Perfect

9 Sports

1 Look and write the sports.

- 1 trekking
- 2 surfing
- 3 snorkeling
- 4 ice hockey
- 5 football
- 6 tennis
- 7 swimming
- 8 baseball
- 9 skiing



2 Mime one of the sports. Ask your friend to name the sport.

10 Natural Features

1 Write the word. Then, use the numbered letters to find a famous waterfall.

1 anumtoni m o u ¹ n t a i n

2 virre r ² i v e r

3 ialfs f ³ a l l s

4 glujen j u n ⁴ g l e

5 evac c ⁵ a v e

6 tofser f o ⁶ r e s t

7 habec b e ⁷ a c h

The ¹ N ² i ³ a ⁴ g ⁵ a ⁶ r ⁷ a Falls

2 Are there any famous natural features in your country? What are they called? Work with your friend and make a list.

Grammar Check

Let's Start

► A/An

1 A or An? Say, then write.



1 a telephone



2 an apple



3 an elephant



4 a taxi



5 a computer



6 an exercise book



7 a board



8 an eraser

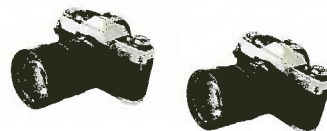
► This/These – That/Those

2 Look, read and complete. Use *This is*, *That is*, *These are* or *Those are*.

1 *This is* a TV.



2 *Those are* cameras.



3 *This is* a phone.



4 *Those are* cassettes.



5 *This is* an orange.



6 *That is* an umbrella.



Grammar Check

Unit 1

► The Verb 'to be'

1 Write: *you, he, she, it, we* or *they*.

- | | |
|------------------|-------------|
| 1 Bill | <i>he</i> |
| 2 Sara and Frank | <i>they</i> |
| 3 sandwich | <i>it</i> |
| 4 Wendy | <i>she</i> |
| 5 George and I | <i>we</i> |
| 6 two boys | <i>they</i> |
| 7 cat | <i>it</i> |
| 8 Danny | <i>he</i> |
| 9 you and John | <i>you</i> |
| 10 piano | <i>it</i> |

2 Complete the sentences, as in the example.

- We *are* from Germany.
We *'re* from Germany.
- I *am* twelve years old.
I *'m* twelve years old.
- They *are* at home.
They *'re* at home.
- He *is* not a teacher.
He *isn't* a teacher.
- It *is* a dictionary.
It *'s* a dictionary.
- We *are* not from Italy.
We *aren't* from Italy.
- She *is* my friend.
She *'s* my friend.
- I *am* not a student.
I *'m not* a student

3 Ask and answer, as in the examples. Then, write.



- Are they guitars?
No, they aren't. They're violins.

- Is she a student?
Yes, she is.



- Is it a cinema?
Yes, it is.

- Are they apples?
No, they aren't.
They 're bananas.



- Is he a doctor?
No, he isn't.
He's a chef.



- Are they glasses?
Yes, they are.

► Question Words

4 Fill in the questions with: *How, What, Where* or *Who*. Then, answer them about yourself.

- Where* are you from?
I am from London.
- How* old are you?
I am twenty years old.
- What* is your address?
85 Church Road
- Who* is your favourite actor?
George Clooney

5 Write questions for the words in bold.

- Justin Timberlake** is my favourite singer.
Who is your favourite singer?
- The Coliseum is **in Rome**.
Where is the Coliseum?
- Frank** is from the USA.
Who is from the USA?
- She is **forty** years old.
How old is she?
- My last name is **Jones**.
What is your last name?
- It's a **pencil**.
What is this?

Unit 2

► Have got

1 Look, ask and answer. Then, write.



Mike



Bill & Sam



Sue



Janet & Tim



Peter



Barbara

- 1 A: *Has Mike got a bike?*
B: *No, he hasn't.*
He's got a car.
- 2 A: *Have Bill and Sam got a pet?*
B: *Yes, they have.*
- 3 A: *Has Sue got a computer?*
B: *Yes, she has.*
- 4 A: *Have Janet and Tim got a small house?*
B: *No, they haven't.*
They've got a big house.
- 5 A: *Has Peter got a mobile phone?*
B: *Yes, he has.*
- 6 A: *Has Barbara got a horse?*
B: *No, she hasn't.*
She's got a dog.

► The verb 'Can'

2 Make true sentences using *can* or *can't*.

- 1 horse/run fast
A horse can run fast.
- 2 dog/ski
A dog can't ski.
- 3 chef/cook
A chef can cook.
- 4 parrot/talk
A parrot can talk.
- 5 fish/walk
A fish can't walk.

3 What can you do/not do? Put a tick (✓) or a cross (X). Then, ask your friend what he/she can/can't do. Then, write.

(Ss' own answers)

	Me	My friend
swim
cook
ski
ride a bike
dive
play chess

I can, but I
can't

My friend,
but

► Possessive case/adjectives/pronouns

4 Read the examples. Then, complete the table.

- Jenny • Joseph • Alice • the cat
- the man • Rose

/s/	/z/	/z/
<i>Pat's</i>	<i>George's</i>	<i>the dog's</i>
<i>Joseph's</i>	<i>Jenny's</i>	<i>Alice's</i>
<i>the cat's</i>	<i>Rose's</i>	<i>the man's</i>

5 Read and make sentences, as in the example.

- 1 (he/books)
These are his books.
These books are his.
- 2 (she/bike)
This is her bike.
This bike is hers.
- 3 (they/horse)
This is their horse.
This horse is theirs.
- 4 (I/home)
This is my home.
This home is mine.
- 5 (we/football)
This is our football.
This football is ours.

Grammar Check

Unit 3

► Present Simple

1 Put the verbs in brackets into the *present simple*.

- | | |
|--|--|
| 1 I play (play) tennis at the weekends. | 5 I watch (watch) TV in the evenings. |
| 2 She goes (go) to bed quite early every night. | 6 Harry studies (study) music with a great pianist. |
| 3 Gary likes (like) swimming. | 7 Grandma Rose reads (read) stories to her grandchildren. |
| 4 My mum washes (wash) the dishes after every meal. | 8 They have (have) eggs in the morning. |

2 Write questions and negations, as in the example.

- | | |
|---|---|
| 1 Helen likes pizza.
<i>Does Helen like pizza?</i>
<i>Helen doesn't like pizza.</i> | 4 The cat likes milk.
<i>Does the cat like milk?</i>
<i>The cat doesn't like milk.</i> |
| 2 We play baseball on Sundays.
<i>Do we play baseball on Sundays?</i>
<i>We don't play baseball on Sundays.</i> | 5 They live in London.
<i>Do they live in London?</i>
<i>They don't live in London.</i> |
| 3 Sue walks to work every day.
<i>Does Sue walk to work every day?</i>
<i>Sue doesn't walk to work every day.</i> | 6 Darren works in an office.
<i>Does Darren work in an office?</i>
<i>Darren doesn't work in an office.</i> |

3 Put the adverb of frequency in the correct place, as in the example.

- | | |
|--|--|
| 1 I drink milk in the morning. (always)
<i>I always drink milk in the morning.</i> | 5 Lou eats in a restaurant. (hardly ever)
<i>Lou hardly ever eats in a restaurant.</i> |
| 2 Adam goes to bed late at night. (never)
<i>Adam never goes to bed late at night.</i> | 6 Do you get up early? (usually)
<i>Do you usually get up early?</i> |
| 3 I watch TV. (sometimes)
<i>I sometimes watch TV.</i> | 7 Is he late for school? (often)
<i>Is he often late for school?</i> |
| 4 You can see birds in the garden. (rarely)
<i>You can rarely see birds in the garden.</i> | 8 Judy doesn't go to the gym. (usually)
<i>Judy doesn't usually go to the gym.</i> |

4 Make true sentences about yourself using the adverbs of frequency below.

• always • often • sometimes • never • usually • rarely

- | | | |
|--------------------|--------------------|---------------|
| 1 do my homework | 4 go to the cinema | 7 eat out |
| 2 play video games | 5 meet my friends | 8 watch TV |
| 3 cook dinner | 6 get up early | 9 read comics |

(Ss' own answers)

Unit 4

► Prepositions of place

- 1 Look, read and complete. Use: *in front of, on, next to, in, opposite*.

This is Diana's living room. There is a sofa and 1) *next to* it there is a lamp. 2) *In front of* the sofa are Diana's two cats, Fluffy and Sam. Can you see the table 3) *opposite* the sofa? There is some fruit 4) *in* a bowl 5) *on* the table. Diana loves fruit!



► Plurals

- 2 Write the plurals.

- | | |
|------------|------------------|
| 1 house | <i>houses</i> |
| 2 bookcase | <i>bookcases</i> |
| 3 shelf | <i>shelves</i> |
| 4 carpet | <i>carpets</i> |
| 5 chair | <i>chairs</i> |
| 6 table | <i>tables</i> |
| 7 lamp | <i>lamps</i> |
| 8 bed | <i>beds</i> |
| 9 glass | <i>glasses</i> |
| 10 knife | <i>knives</i> |

- 3 Correct the mistakes.

- How many **child** are there in the class?
children
- Who are those **man** over there?
men
- There are two **woman** waiting for you.
women
- Our baby has got only four **tooth**.
teeth
- My **foot** are killing me!
feet
- I don't like **mouse**. I hate them!
mice

- 4 Say the words in the plural. Then, write them in the correct box.

- desk • apple • hat • baby • bus • radio
- clock • ferry • dish • key • book • rose
- orange • shirt

/s/	/ɪz/	/z/
<i>desks</i>	<i>buses</i>	<i>apples</i>
<i>hats</i>	<i>babies</i>	<i>radios</i>
<i>clocks</i>	<i>ferries</i>	<i>dishes</i>
<i>books</i>	<i>roses</i>	<i>keys</i>
	<i>oranges</i>	<i>shirts</i>

Grammar Check

Unit 5

► Countable/Uncountable nouns

1 Countable or Uncountable? Read and write C or U.

- | | |
|------------|---|
| 1 meat | U |
| 2 cherry | C |
| 3 cucumber | C |
| 4 milk | U |
| 5 potato | C |
| 6 jam | U |
| 7 bread | U |
| 8 coffee | U |

2 Make the following nouns countable.

- 1 some flour – two *packets of flour*
- 2 some jam – five *jars of jam*
- 3 some tea – three *cups of tea*
- 4 some water – nine *glasses of water*
- 5 some cake – six *pieces of cake*

► Some/Any

3 Read and complete the dialogue. Use: *some* or *any*.

Adam: Kelly, I'm going to the supermarket. Do we need anything?

Kelly: Yes, we do. Can you buy 1) *some* oranges? We haven't got 2) *any*.

Adam: OK. Anything else? Have we got 3) *any* cereal?

Kelly: Yes, we've got 4) *some*, but we haven't got 5) *any* bread.

Adam: Bread, OK.

Kelly: And Adam? Can you buy 6) *some* apple juice? The kids love it!

Adam: 7) *Some* apple juice, OK.

► Much/Many/A lot of

4 Fill in: *much*, *many* or *a lot of*.

- 1 There isn't *much* coffee left.
- 2 Are there *many* people at the park today?
- 3 He has got *a lot of* friends.
- 4 Is there *much* lemonade left in the carton?
- 5 There isn't *much* sugar in the cake.

- 6 Have you got *much* money on you?
- 7 There aren't *many* potatoes in the bag.
- 8 There is *a lot of* bread left.

5 Answer the questions. Use: *a lot*, *much* or *many*.

- 1 Have you got any eggs?
Yes, *a lot*.
- 2 Is there any milk in the fridge?
No, not *much*.
- 3 How many apples do we need?
Not *many*.
- 4 Have you got any cheese?
Yes, *a lot*.
- 5 How much butter do we need?
Not *much*.
- 6 Are there any cherries left?
No, not *many*.

► Object Pronouns

6 Read and complete the table.

Subject Pronouns	Object Pronouns	Possessive Adjectives	Possessive Pronouns
I	me	my	mine
You	you	your	yours
He	him	his	his
She	her	her	hers
It	it	its	—
We	us	our	ours
You	you	your	yours
They	them	their	theirs

7 Complete the sentences with the correct object pronoun.

- 1 Do you know *that man*? Yes, I live next door to *him*.
- 2 *Come here*, Frank. I need to talk to *you*.
- 3 *We* are in the garden. Can you see *us*?
- 4 *She* can dive so well. Look at *her*!
- 5 These are lovely *photographs*. Can I see *them*?
- 6 It's a lovely *dog*. What shall we call *it*?

Unit 6

► Present Continuous

1 Complete the sentences, using the verbs in brackets in the *present continuous*.

- 1 There's Mike. He *is sitting* (sit) at his desk.
- 2 Gary *is travelling* (travel) to New York right now.
- 3 *Are they watching* (they/watch) TV in their rooms?
- 4 I *am having* (have) a bath.
- 5 The boys *are not wearing* (not/wear) their new clothes today.
- 6 She *is standing* (stand) by the door.

2 Look, ask and answer. Then, write.



- 1 (she/sing)
A: *Is she singing?*
B: *No, she isn't. She's dancing.*



- 2 (they/play basketball)
A: *Are they playing basketball?*
B: *Yes, they are.*



- 3 (she/read a newspaper)
A: *Is she reading a newspaper?*
B: *No, she isn't. She's reading a book.*



- 4 (she/have a lesson)
A: *Is she having a lesson?*
B: *Yes, she is.*



- 5 (she/plant flowers)
A: *Is she planting flowers?*
B: *No, she isn't. She's painting.*



- 6 (it/snow)
A: *Is it snowing?*
B: *No, it isn't. It's raining.*

► Comparisons

3 Write the comparative form of the following adjectives.

- | | |
|-------------|-----------------------|
| 1 young | <i>younger</i> |
| 2 beautiful | <i>more beautiful</i> |
| 3 fat | <i>fatter</i> |
| 4 happy | <i>happier</i> |
| 5 large | <i>larger</i> |
| 6 handsome | <i>more handsome</i> |

4 Write sentences, as in the example.

- 1 Roy's car is very big.
Yes, it's bigger than mine.
- 2 Margaret's camera is very expensive.
Yes, it's more expensive than mine.
- 3 Gary's house is very small.
Yes, it's smaller than mine.
- 4 Jenny's hair is very long.
Yes, it's longer than mine.
- 5 These trainers are very good.
Yes, they are better than mine.
- 6 Tom's test marks are very bad.
Yes, they are worse than mine.

5 Fill in the comparative form, as in the example.

- 1 Brian works *harder than* (hard) Mike.
- 2 English is *more interesting than* (interesting) Geography.
- 3 Russia is *larger than* (large) France.
- 4 Sue is *prettier than* (pretty) Rose.
- 5 Carl is *more careful than* (careful) Janet.
- 6 We need a *bigger* (big) house *than* this.

Grammar Check

Unit 7

► Past Simple (Was/Were)

1 Fill in the gaps with *am, is, are, was* or *were*.

- 1 We *are* students. We go to Thomas Tallis school.
- 2 I *am* hot. Open the window, please.
- 3 We *were* home all day yesterday.
- 4 She *was* in Italy a month ago.
- 5 They *were* at a party last Saturday.
- 6 Frank *is* my friend. He is 15 years old.
- 7 Sam *was* here an hour ago.
- 8 *Are* your parents at home now?

2 Fill in *was, wasn't, were* or *weren't*.

- 1 A: *Was* Peter here?
B: Yes, he *was*.
- 2 A: *Were* John and Derek teachers?
B: No, they *weren't*. They *were* doctors.
- 3 A: *Was* Charlie Chaplin an actor?
B: Yes, he *was*.
- 4 A: *Were* Marlon Brandon and James Dean singers?
B: No, they *weren't*. They *were* famous actors.
- 5 A: Where *were* you yesterday afternoon?
B: I *was* at the cinema.
- 6 A: *Was* Alexander Graham Bell a director?
B: No, he *wasn't*. He *was* an inventor.

3 Read and complete the sentences. Use: *there was, it was, there were* or *they were*.

- 1 *There were* twenty people outside the bank.
- 2 *There was* a woman in our garden.
- 3 *It was* a great party.
- 4 *They were* Sara's friends.
- 5 *It was* a cold morning.
- 6 *There were* a lot of clouds in the sky.
- 7 *There was* a call for you last night.
- 8 *It was* an old house.

► Past Simple (Regular Verbs)

4 Write the *past simple* of the verbs in the correct box. Then, read them out.

- want • live • stop • stay • talk • visit
- wash • study • travel • laugh • watch
- hate • dance • love • decide

/d/	/t/	/d/
<i>lived</i>	stopped	wanted
stayed	talked	visited
travelled	washed	studied
loved	laughed	hated
	watched	decided
	danced	

5 Put the verbs in brackets into the correct form of the *past simple*.

- 1 *Did you visit* (*visit*) your grandparents last Sunday?
- 2 We *stopped* (*stop*) for a cup of tea on our way home.
- 3 I *looked* (*look*) for my camera everywhere, but it wasn't anywhere.
- 4 She *didn't cook* (*not/cook*) dinner. She *ordered* (*order*) a take-away meal.
- 5 *Did you stay* (*you/stay*) in a hotel?
- 6 Debra *posted* (*post*) the letters on her way to work.
- 7 We *danced* (*dance*) all night.
- 8 *Did she study* (*she/study*) for her test?

► Prepositions of Time

6 Complete the sentences with *at, on* or *in* where necessary.

- 1 He moved into his new house *in* 2004.
- 2 We played tennis yesterday.
- 3 I was at the park this afternoon.
- 4 We watched a film *at* 9 o'clock.
- 5 I returned from Spain *in* 2000.
- 6 Charles visited his grandmother last Monday.
- 7 Harry called Sophie *on* Valentine's Day.
- 8 Ian lived in the USA *in* the winter.

Unit 8

► Past Simple (Had/Could)

1 Read and complete the sentences with *had* or *did ... have*.

- 1 Did you *have* breakfast this morning?
- 2 Roy *had* long hair when he was a baby.
- 3 They *did* not *have* a good time when they were on holiday.
- 4 We *had* a pet cat when we were children.
- 5 Did you *have* your own TV when you were little?
- 6 She *did* not *have* many friends as a kid.
- 7 You *had* a call from work.
- 8 Did she *have* a party last night?

2 Read and complete the sentences with *can*, *can't*, *could*, *couldn't*.

- 1 Kelly is only three years old. She *can't* read yet.
- 2 When I was younger, I *could* only ride a bike, but now I *can* ride a horse, too!
- 3 The little bird was very young and it *couldn't* fly.
- 4 He *can* dive really well. Look at him!
- 5 I *can't* see anything. Where are my glasses?
- 6 I *couldn't* get into my house because I didn't have my keys with me.
- 7 It was very cold, so we *couldn't* play outside.
- 8 Tom *could* swim even when he was four years old.

► Past Simple (Irregular Verbs)

3 What did you do yesterday? Ask and answer, as in the example. Then, write.

- go/anywhere? (cinema)
- 1 A: Did you go anywhere?
B: I *went to the cinema*.
- meet/anyone? (our English teacher)
- 2 A: Did you meet anyone?
B: I *met our English teacher*.

eat/anything? (popcorn)

- 3 A: Did you eat anything?
B: I *ate popcorn*.

drink/anything? (cola)

- 4 A: Did you drink anything?
B: I *drank cola*.

4 Read and put the verbs in brackets into the past simple. Then, join the sentences.

- 1 d He *bought* (buy) a big chocolate cake, because
 - 2 b We *didn't go* (not/go) to the concert because
 - 3 f He *ate* (eat) the whole cake because
 - 4 e She *left* (leave) the city because
 - 5 c She *didn't make* (not/make) the beds because
 - 6 a He *went* (go) to the dentist, because
- a he *had* (have) a toothache.
 - b we *could not* (cannot) find any tickets.
 - c her husband *offered* (offer) to do it for her.
 - d it *was* (be) his birthday.
 - e she *wanted* (want) to live in the country.
 - f he *was* (be) very hungry.

► Time Words

5 Fill in with *then*, *as soon as*, *as*, *suddenly*.

- 1 Please write to me *as soon as* possible.
- 2 *Suddenly*, he started laughing and everyone looked at him.
- 3 They decided to go home *as* it was very late.
- 4 *As soon as* he came, we sat down to eat.
- 5 She had a shower, *then* she went to bed.
- 6 *Suddenly*, it started to rain.
- 7 Sara got up early *as* she wanted to revise for the exams.
- 8 First, I went to the bank, *then* I went to the supermarket.

Grammar Check

Unit 9

► Will

1 Answer the questions about yourself using *perhaps, I think* or *probably* as in the example.

1 What do you think you will do in the summer?

*I think I will go on holidays. or
Perhaps I will go on holidays. or
I will probably go on holidays.*

2 Where do you think you will be next weekend?

3 When do you think you will buy a (new) car?

4 What do you think you will do on your birthday?

(Ss' own answers)

► Be going to

2 Fill in the gaps with the correct form of *be going to* and the verbs in brackets.

1 Carol *is going to visit* (visit) her friend in Germany in the summer.

2 I *am not going to cook* (not/cook) dinner tonight. Jeff is taking us out.

3 He *is not going to buy* (not/buy) a new CD player. He *is going to fix* (fix) his old one.

4 Bob and Fiona *are going to wash* (wash) the dishes after lunch.

5 Sara *is going to be* (be) an actress when she grows up.

6 We *are not going to play* (not/play) tennis this afternoon. The weather isn't very good.

3 Read and write the questions, as in the example.

1 Mike and Helen got engaged last week. (When/get married?)

When are they going to get married?

2 Ruth is going to college in October. (What/study?)

What is she going to study?

3 Chris is going to travel around Spain next month. (How/travel?)

How is he going to travel?

4 Julie's coming for dinner tonight. (What/you/cook?)

What are you going to cook?

5 I'm going to the club. (Who/you/meet there?)

Who are you going to meet there?

► Present Continuous (Future Meaning)

4 Read and match.

1 c What are you doing on Saturday evening?

2 b When are you leaving?

3 d I'm having dinner with Terry tonight. Do you want to come?

4 a Why are you in such a hurry?

a I'm really late. I'm meeting Mr Williams in less than 10 minutes!

b I'm flying at 12 o'clock on Monday.

c Nothing, I'm free.

d Sure, I'd love to.

► Be going to vs Will

5 Fill in the gaps with *will* or *be going to* and the verbs in brackets.

1 I can't go out tonight. I *am going to study* (study) for my test.

2 It's hot in here. I *will open* (open) the window.

3 I don't like my job. I *am going to look* (look) for another one.

4 'The phone's ringing.' 'OK. I *will answer* (answer) it.'

5 'My shirt is dirty.' 'I know. I *will wash* (wash) it right now.'

6 'What are your plans for the summer?' 'We *are going to stay* (stay) with our parents in the country.'

7 'I can't do this exercise.' 'I *will help* (help) you, then.'

8 'I can't carry this suitcase. It's too heavy.' 'I *will carry* (carry) it for you.'

Unit 10

► Can/Should(n't)/Must(n't)

1 Read and complete the sentences with *can*, *should*, *shouldn't*, *must* or *mustn't*.

- 1 It's cold. We *should* go inside.
- 2 *Can* I go out, sir?
- 3 *Can* I sleep at my friend's house tonight, Mum?
- 4 That dress is very short. You *shouldn't* wear it.
- 5 You *mustn't* take scissors or knives with you on the plane.
- 6 You *mustn't* talk during the exams.
- 7 You *must* be quiet in a library.
- 8 *Can* I leave one hour earlier, Mr Walter?
- 9 Jill is a nice person. You *should* meet her.
- 10 You *shouldn't* eat so much. You'll get fat.
- 11 You *mustn't* park your car here. It says "No Parking".
- 12 Foreign languages are necessary. You *should* learn at least one.

► Present Perfect

2 Put the verbs in brackets into the correct form of the *present perfect*.

- 1 We *have invited* (invite) Frank for dinner.
- 2 He *has taught* (teach) English in a lot of schools.
- 3 She *hasn't given* (not/give) me back my pen.
- 4 *Have they moved* (they/move) into their new house yet?
- 5 I *have lost* (lose) my expensive camera. *Have you seen* (you/see) it anywhere?
- 6 *Have you ever eaten* (you/ever/eat) snails?
- 7 My mum *has made* (make) a delicious cake. Do you want some?
- 8 Mary *has gone* (go) to the shops.
- 9 It's the best story I *have ever read* (ever/read).
- 10 *Has the baby drunk* (the baby/drink) his milk?

3 Put the verbs in brackets into the *present perfect* or *past simple*.

- 1 We *didn't go* (go) to Jim's party yesterday.
- 2 *Have you ever flown* (you/ever/fly) in a helicopter?
- 3 Frank *went* (go) to the park an hour ago.
- 4 *Did you watch* (you/watch) the film last night?
- 5 *Has she paid* (she/pay) the bills yet?
- 6 Emma *lived* (live) in London in 2000.
- 7 Don *has already painted* (already/paint) the walls.
- 8 I *bought* (buy) a car last year.
- 9 They *haven't sent* (not/send) the letters yet.
- 10 She *worked* (work) in a zoo last summer.

► Superlatives

4 Fill in the superlative form as in the example.

- 1 It's *the most interesting* (interesting) book I've ever read.
- 2 She's *the happiest* (happy) person I know.
- 3 It's *the best* (good) place in the world.
- 4 He's *the most handsome* (handsome) man in the world.
- 5 That's *the worst* (bad) meal I've ever had.
- 6 He's *the funniest* (funny) person I know.
- 7 It is *the largest* (large) animal in the world.
- 8 It's *the biggest* (big) building in town.

5 Read and underline.

- 1 He is taller than/of me.
- 2 I am the young/youngest in my family.
- 3 It's better/the best joke I've ever heard.
- 4 My house is small/smaller than theirs.
- 5 His dad is quite tall/taller.
- 6 Trains are more comfortable/the most comfortable than buses.

American English–British English Guide

American English

A
account
airplane
anyplace/anywhere
apartment

B
bathrobe
bathtub
bill
billion=thousand million
busy (phone)

C
cab
call/phone
can
candy
check
closet
connect (telephone)
cookie
corn
crazy

D
desk clerk
dessert
downtown
drapes
drugstore/pharmacy
duplex

E
eggplant
elevator

F
fall
faucet
first floor, second floor, etc
flashlight
French fries
front desk (hotel)

G
garbage/trash
garbage can
gas
gas station
grade

I
intermission
intersection

J
janitor

K
kerosene

L
lawyer/attorney
line
lost and found

M
mail
make a reservation
motorcycle
movie
movie house/theater

N
newsstand

O
office (doctor's/dentist's)
one-way (ticket)
overalls

British English

bill/account
aeroplane
anywhere
flat

dressing gown
bath
banknote
billion=million million
engaged (phone)

taxi
ring up/phone
tin
sweets
bill (restaurant)
wardrobe
put through
biscuit
sweetcorn, maize
mad

receptionist
pudding/dessert/sweet
(city) centre
curtains
chemist's (shop)
semi-detached

aubergine
lift

autumn
tap
ground floor, first floor, etc
torch
chips
reception

rubbish
dustbin/bin
petrol
petrol station/garage
class/year

interval
crossroad

caretaker/porter

paraffin

solicitor
queue
lost property

post
book
motorbike/motorcycle
film
cinema

newsagent

surgery
single (ticket)
dungarees

American English

P
pants/trousers
pantyhose/nylons
parking lot
pavement
pedestrian crossing
(potato) chips
public school
purse

R
railroad
rest room

S
sales clerk/sales girl
schedule
shorts (underwear)
sidewalk
stand in line
store, shop
subway

T
truck
two weeks

V
vacation
vacuum (v.)
vacuum cleaner
vest

W
with or without (milk/cream in
coffee)

Y
yard

Z
(pronounced, "zee")
zero
zip code

British English

trousers
tights
car park
road surface
zebra crossing
crisps
state school
handbag

railway
toilet/cloakroom

shop assistant
timetable
pants
pavement
queue
shop
underground

lorry, van
fortnight/two weeks

holiday(s)
hoover
hoover
waistcoat

black or white

garden

(pronounced, "zed")
nought
postcode

Grammar

He just went out./
He has just gone out.

He has just gone out.

Hello, is this Steve?

Hello, is that Steve?

Do you have a car?/
Have you got a car?

Have you got a car?

Spelling

aluminum
analyze
center
check
color
honor
jewelry
practice(n,v)

aluminium
analyse
centre
cheque
colour
honour
jewellery
practice(n)
practise(v)
programme
realise
tyre
traveller

program
realize
tire
trave(l)ler

Expressions with prepositions and particles

different from/than
live on X street
on a team
on the weekend
Monday through Friday

different from/to
live in X street
in a team
at the weekend
Monday to Friday

Irregular Verbs

Infinitive	Past	Past Participle	Infinitive	Past	Past Participle
✓ be	was/were	been	lie	lay	lain
bear	bore	born(e)	light	lit	lit
beat	beat	beaten	lose	lost	lost
✓ become	became	become	make	made	made
✓ begin	began	begun	mean	meant	meant
bite	bit	bitten	meet	met	met
✓ blow	blew	blown	pay	paid	paid
break	broke	broken	put	put	put
✓ bring	brought	brought	read	read	read
✓ build	built	built	ride	rode	ridden
burn	burnt (burned)	burnt (burned)	ring	rang	rung
burst	burst	burst	rise	rose	risen
✓ buy	bought	bought	run	ran	run
✓ can	could	(been able to)	say	said	said
catch	caught	caught	see	saw	seen
✓ choose	chose	chosen	seek	sought	sought
✓ come	came	come	sell	sold	sold
✓ cost	cost	cost	send	sent	sent
✓ cut	cut	cut	set	set	set
deal	dealt	dealt	sew	sewed	sewn
dig	dug	dug	shake	shook	shaken
✓ do	did	done	shine	shone	shone
dream	dreamt (dreamed)	dreamt (dreamed)	shoot	shot	shot
✓ drink	drank	drunk	show	showed	shown
✓ drive	drove	driven	shut	shut	shut
eat	ate	eaten	sing	sang	sung
fall	fell	fallen	sit	sat	sat
feed	fed	fed	sleep	slept	slept
feel	felt	felt	smell	smelt (smelled)	smelt (smelled)
fight	fought	fought	speak	spoke	spoken
find	found	found	spell	spelt (spelled)	spelt (spelled)
flee	fled	fled	spend	spent	spent
fly	flew	flown	split	split	split
forbid	forbade	forbidden	spread	spread	spread
forget	forgot	forgotten	spring	sprang	sprung
forgive	forgave	forgiven	stand	stood	stood
freeze	froze	frozen	steal	stole	stolen
get	got	got	stick	stuck	stuck
give	gave	given	sting	stung	stung
go	went	gone	stink	stank	stunk
grow	grew	grown	strike	struck	struck
hang	hung (hanged)	hung (hanged)	swear	swore	sworn
have	had	had	sweep	swept	swept
hear	heard	heard	swim	swam	swum
hide	hid	hidden	take	took	taken
hit	hit	hit	teach	taught	taught
hold	held	held	tear	tore	torn
hurt	hurt	hurt	tell	told	told
keep	kept	kept	think	thought	thought
know	knew	known	throw	threw	thrown
lay	laid	laid	understand	understood	understood
lead	led	led	wake	woke	woken
learn	learnt (learned)	learnt (learned)	wear	wore	worn
leave	left	left	win	won	won
lend	lent	lent	write	wrote	written
let	let	let			

Grammar Reference

Starter Unit

This/That

- We use **this** to talk about/point to people, animals or things which are near us.
- We use **that** to talk about/point to people, animals or things which are far away from us.

Note: When we ask *What's this?/What's that?* we answer:
It is (It's).
What's this? It's a bag. (NOT: This/That is a bag.)

A/An

The indefinite article **a/an** is used before singular countable nouns.

- We use **a** before nouns which begin with a consonant sound.
a pen a board
- We use **an** before nouns which begin with a vowel sound.
an apple an umbrella




Unit 1

The verb 'to be'

Affirmative		Interrogative
Long form	Short form	
I am	I'm	Am I?
You are	You're	Are you?
He is	He's	Is he?
She is	She's	Is she?
It is	It's	Is it?
We are	We're	Are we?
You are	You're	Are you?
They are	They're	Are they?

Negative	
Long form	Short form
I am not	I'm not
You are not	You aren't
He is not	He isn't
She is not	She isn't
It is not	It isn't
We are not	We aren't
You are not	You aren't
They are not	They aren't

Short answers are answers to questions which begin with the verb form **is/are**. In short answers we do not repeat the whole question. We only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb form **is (isn't)/are (aren't)**.

- Are you English?  Yes, I am/we are.
 No, I'm not/we aren't.
- Is he/she/it French?  Yes, he/she/it is.
 No, he/she/it isn't.
- Are they Chinese?  Yes, they are.
 No, they aren't.

Question Words

We use **question words** to ask for different kinds of information. They come at the beginning of the sentence.

- **What's** your name?
- **How** old are you?
- **Where** are you from?
- **Who** is your favourite singer?

Unit 2

The verb 'have got'

Affirmative		Interrogative
Long form	Short form	
I have got	I've got	Have I got?
You have got	You've got	Have you got?
He has got	He's got	Has he got?
She has got	She's got	Has she got?
It has got	It's got	Has it got?
We have got	We've got	Have we got?
You have got	You've got	Have you got?
They have got	They've got	Have they got?

Negative	
Long form	Short form
I have not got	I haven't got
You have not got	You haven't got
He has not got	He hasn't got
She has not got	She hasn't got
It has not got	It hasn't got
We have not got	We haven't got
You have not got	You haven't got
They have not got	They haven't got

Use

We use the verb **have got**:

- to show that something belongs to somebody.
She has got a pet.
- to describe people, animals or things.
He has got fair hair.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb **have (haven't)/ has (hasn't)**. We don't use **got**.

- Have you got a brother?  Yes, I/we have.
 No, I/we haven't.
- Has he/she/it got blue eyes?  Yes, he/she/it has.
 No, he/she/it hasn't.
- Have they got curly hair?  Yes, they have.
 No, they haven't.

Note: **It's got** = It has got/**Tony's got** = Tony has got
It's = it is

The verb 'can'

We use the verb **can**:

- to show ability.
I can ski.

Affirmative	Negative		Interrogative
	Long form	Short form	
I can swim	I cannot swim	I can't swim	Can I swim?
You can swim	You cannot swim	You can't swim	Can you swim?
He can swim	He cannot swim	He can't swim	Can he swim?
She can swim	She cannot swim	She can't swim	Can she swim?
It can swim	It cannot swim	It can't swim	Can it swim?
We can swim	We cannot swim	We can't swim	Can we swim?
You can swim	You cannot swim	You can't swim	Can you swim?
They can swim	They cannot swim	They can't swim	Can they swim?

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb **can/can't**.

Can I/you/he, etc ride a horse? Yes, I/you/he, etc can.
No, I/you/he, etc can't.

Possessives

Possessive Case

- We use the possessive case to show that something belongs to somebody.
Frank's bike.
- The possessive case is formed with 's for people and animals.
Jim's camera. The horse's tail.
- When the same thing belongs to two or more people we add 's only to the last noun.
Jack and Kathy's house.
- When we want to know to whom something belongs we use the question word **whose**.
Whose mobile phone is this?

Possessive Adjectives/Pronouns

Possessive adjectives		Possessive pronouns	
my	its	mine	—
your	our	yours	ours
his	your	his	yours
her	their	hers	theirs

Possessive adjectives/pronouns show:

- that something belongs to somebody.
- the relationship between two or more people.

We put possessive adjectives before nouns. Possessive pronouns are not followed by nouns.

This is my book. This book is mine.

That is our car. That car is ours.

Unit 3

Present Simple

Affirmative	Negative		Interrogative
	Long form	Short form	
I live	I do not live	I don't live	Do I live?
You live	You do not live	You don't live	Do you live?
He lives	He does not live	He doesn't live	Does he live?
She lives	She does not live	She doesn't live	Does she live?
It lives	It does not live	It doesn't live	Does it live?
We live	We do not live	We don't live	Do we live?
You live	You do not live	You don't live	Do you live?
They live	They do not live	They don't live	Do they live?

Form

Affirmative

- We form the **present simple** with the **subject** (noun or **personal pronoun**) and the **verb**. We usually add an **-s** to the third person singular in the affirmative.

Negative

- We form the third person singular in the negative with **does not/doesn't + main verb**.
- We form all other persons in the negative with **do not/don't + main verb**.

Interrogative

- We use **do + subject + verb** in all persons except for the third person singular.
- We use **does + subject + verb** in the third person singular.

Do you like Science? Does he like Geography?

Spelling: 3rd person singular affirmative

- Most verbs take **-s** in the third person singular.
I eat – he eats
- Verbs ending in **-ss, -sh, -ch, -x** or **-o** take **-es**.
I miss – he misses, I finish – he finishes
- Verbs ending in a **consonant + y** drop the **-y** and take **-ies**.
I study – he studies
- Verbs ending in a **vowel + y** take **-s**.
I play – he plays

Use

We use the **present simple** for:

- daily routines, repeated actions** or **habits**.
I get up at 7 am every day.
- permanent states**.
She works in a bank.

Pronunciation (third person singular)

-s or **-es** ending is pronounced:

- /s/** with verbs ending in **/f/, /k/, /p/**, or **/t/** sounds.
he eats
- /ɪz/** with verbs ending in **/s/, /ʃ/, /tʃ/, /dʒ/** or **/z/** sounds.
he catches
- /z/** with verbs ending in all other sounds.
he swims

Time expressions used with the present simple:

every hour/day/week/month/summer/year etc, usually, always, every morning/evening/afternoon/night, in the morning/afternoon etc.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the auxiliary verb **do/don't** or **does/doesn't**. We do not repeat the main verb.

Do you like tennis? Yes, I do/we do.
No, I don't/we don't.

Does he/she/it like tennis? Yes, he/she/it does.
No, he/she/it doesn't.

Do they like tennis? Yes, they do.
No, they don't.

Grammar Reference

Adverbs of Frequency

We use **adverbs of frequency** with the present simple. They show us how often something happens and include the following: *never, sometimes, usually, rarely, often, always*.

- Adverbs of frequency go before the main verb in simple tenses.
*I **usually eat** breakfast at 7:30.*
*He **never plays** tennis.*
- But they go after the verb 'to be' in simple tenses.
*He **is always** tired.*
*It **is rarely** cold here in the winter.*

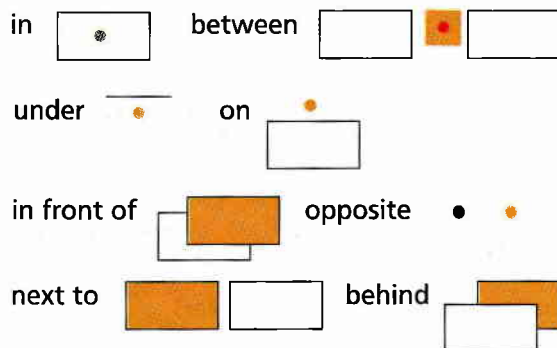
Unit 4

There is/There are

- We use **there is** in the singular.
***There is** a washbasin in the bathroom.*
- We use **there are** in the plural.
***There are** four chairs in the kitchen.*

Prepositions of place

We use **prepositions of place** to say where somebody or something is.



Plurals

- Most nouns take **-s** to form their plural.
hat → hats, cup → cups
- Nouns ending in **-s, -ss** or **-x** take **-es** to form their plural.
glass → glasses, dress → dresses
- Nouns ending in a **vowel + y** take **-s** in the plural.
boy → boys, day → days
- Nouns ending in a **consonant + y** drop the **-y** and take **-ies**.
baby → babies, strawberry → strawberries
- Nouns ending in **-f** or **-fe**, drop the **-f** or **-fe** and take **-ves** in the plural.
wolf → wolves, knife → knives

Irregular Forms			
Singular	Plural	Singular	Plural
man	men	foot	feet
woman	women	tooth	teeth
child	children	person	people

Unit 5

Countable/Uncountable Nouns

Countable nouns are nouns which can be counted (e.g.

one tomato, two tomatoes, etc) and can be in the singular or the plural. We put **a** before the noun in the singular when it begins with a consonant sound and **an** when it begins with a vowel sound.

Uncountable nouns are nouns which cannot be counted and they usually have no plural. These nouns include:

food: cheese, butter, meat, salt, pepper, bread, chocolate, jam, etc

liquids: coffee, milk, water, tea, lemonade, orange juice, wine, etc

- We can use countable and uncountable nouns after phrases of quantity, such as: **a jar/bottle/cup/glass/slice/piece/loaf/tin/kilo/carton/can/bowl/packet + of**, etc.

Some/Any

- We use **some** with uncountable nouns in the affirmative.
***There is some** cheese in the fridge.*
- We also use **some** with countable nouns but only in the plural.
***There are some** bananas in the fruit bowl!*
- We use **any** with countable and uncountable nouns in the negative.
***There isn't any** sugar in the tea.*
***There aren't any** apples on the tree.*
- We also use **any** with countable and uncountable nouns in questions.
***Is there any** milk in the carton?*
***Are there any** knives on the table?*

Much/Many/A lot of

- We use **much** with uncountable nouns in negative and interrogative sentences.
***There isn't much** butter left.*
***Is there much** coffee in the pot?*
- We use **many** with plural countable nouns in interrogative and negative sentences.
***Are there many** boys in the class?*
***There aren't many** chairs in the kitchen.*
- In questions we use **how much** to ask about the amount of something and **how many** to ask about the number of things.
How much + uncountable noun
How many + countable noun
***How much** sugar do we need? **Not much.**/A lot./A kilo., etc* (We want to know the amount.)
***How many** apples are there in the fridge? **Not many.**/A lot./A kilo., etc* (We want to know the number.)
- We use **a lot of** with plural countable nouns and uncountable nouns in affirmative sentences.
***She has got a lot of** friends.*
***There's a lot of** juice left in the carton.*

Note: We omit **of** when **a lot** is not followed by a noun.
***Are there many** apples in the basket? Yes, **there are a lot**.*

Object Pronouns

Subject Pronouns I, you, he, she, it, we, you, they

Object Pronouns me, you, him, her, it, us, you, them

- **Object pronouns** are personal pronouns which go after a verb or a preposition as objects, but Subject pronouns go before verbs as subjects.
Look at him! He is an actor.

Unit 6

Present Continuous

Affirmative	Negative	Interrogative
I'm sailing	I'm not sailing	Am I sailing?
You're sailing	You aren't sailing	Are you sailing?
He's sailing	He isn't sailing	Is he sailing?
She's sailing	She isn't sailing	Is she sailing?
It's sailing	It isn't sailing	Is it sailing?
We're sailing	We aren't sailing	Are we sailing?
You're sailing	You aren't sailing	Are you sailing?
They're sailing	They aren't sailing	Are they sailing?

We form the **present continuous** with the verb **to be** and the main verb + -ing.

I am talking now.

We use the **present continuous** for:

- actions happening now, at the moment of speaking.

Time expressions used with the present continuous:
now, at the moment, etc.

In **short answers** we use **Yes** or **No**, the **subject pronoun** and the verb **to be** in the correct form. **We do not repeat the main verb + -ing.**

Are you eating?	Yes, I am./Yes, we are. No, I'm not./No, we aren't.
Is he/she/it eating?	Yes, he/she/it is. No, he/she/it isn't.
Are they eating?	Yes, they are. No, they aren't.

Comparisons

Adjective	Comparative
small	smaller
big	bigger
busy	busier
expensive	more expensive

Form

- **One-syllable** adjectives form the comparative by adding **-(e)r**.
old – older (than)
- **More than two-syllable** adjectives form the comparative with **more** + adjective.
comfortable – more comfortable

Spelling

- **One-syllable** adjectives ending in a vowel + consonant double the consonant and add -er.
thin – thinner (than)
- **Two-syllable** adjectives ending in a consonant + y replace -y with -i and add -er.
trendy – trendier (than)

Use

- We use the **comparative form** + **than** to compare **two people, things, places** etc.
Jill's sunglasses are nicer than Carol's.

Irregular Comparatives

Adjective	Comparative
good	better
bad	worse

Unit 7

Past Simple 'To be'

Affirmative	Negative		Interrogative
	Long form	Short form	
I was	I was not	I wasn't	Was I?
You were	You were not	You weren't	Were you?
He was	He was not	He wasn't	Was he?
She was	She was not	She wasn't	Was she?
It was	It was not	It wasn't	Was it?
We were	We were not	We weren't	Were we?
You were	You were not	You weren't	Were you?
They were	They were not	They weren't	Were they?

Form

Affirmative

- The past simple of the verb 'to be' is **was** for **I, he, she, it** and **were** for **we, you, they**.
She was at home yesterday.

Negative

- We form negative sentences by putting **not** after **was/were**.
She was not at school yesterday.

Interrogative

- We form questions by putting **was/were** before the subject pronoun (**I, you, he, etc.**).
Was she at school?

Use

- We use the past simple for actions which finished at a definite stated time in the past. That is we know when the action happened.

Time expressions used with the past simple:
yesterday, last week, last month, last year, two days/weeks/months/years ago, in 2005, etc

In **short answers** we only use **Yes** or **No**, the personal pronoun and the verb form **was/wasn't** or **were/weren't**. **We do not repeat the whole question.**

Were you in Spain?	Yes, I was./Yes, we were. No, I wasn't./No, we weren't.
--------------------	--

Was he/she/it in Spain?	Yes, he/she/it was. No, he/she/it wasn't.
-------------------------	--

Were they in Spain?	Yes, they were. No, they weren't.
---------------------	--------------------------------------

Grammar Reference

Past Simple (Regular)

Affirmative	Negative		Interrogative
	Long form	Short form	
I listened	I did not listen	I didn't listen	Did I listen?
You listened	You did not listen	You didn't listen	Did you listen?
He listened	He did not listen	He didn't listen	Did he listen?
She listened	She did not listen	She didn't listen	Did she listen?
It listened	It did not listen	It didn't listen	Did it listen?
We listened	We did not listen	We didn't listen	Did we listen?
You listened	You did not listen	You didn't listen	Did you listen?
They listened	They did not listen	They didn't listen	Did they listen?

Form

Affirmative

- We form the **past simple** of regular verbs by adding **-ed** to the main verb.
*He **played** football yesterday.*

Negative

- We form negative sentences with **did not/didn't** and the main verb without **-ed**.
*He **did not/didn't play** football yesterday.*

Interrogative

- We form questions with the auxiliary verb **did**, the subject pronoun and the main verb without **-ed**.
***Did he play** football yesterday?*

Spelling

- Verbs ending in **-e** take only **-d**.
*like – **liked***
- Verbs ending in a **consonant + y**, drop the **y** and take **-ied**.
*study – **studied***
BUT, verbs ending in a **vowel + y**, take **-ed**.
*play – **played***
- Verbs ending in one stressed vowel between two consonants double the last consonant and take **-ed**.
*stop – **stopped***
BUT *visit – **visited***
- Verbs ending in one **l**, double the **l** and take **-ed**.
*travel – **travelled***

Use

We use the **past simple** for:

- actions which happened at a definite stated time in the past.
*Ted **invited** his friends to his house last Sunday.*
- past habits.
*He **played** the piano when he was young.*

Time expressions used with the past simple:
yesterday, last night/month, three weeks ago, in 1995, etc.

In **short answers** we only use **Yes** or **No**, the subject pronoun and the auxiliary verb **did/didn't**. We **do not** repeat the whole question.

Did you finish? ☐ Yes, I/we did.
No, I/we didn't.

Did he/she/it finish? ☐ Yes, he/she/it did.
No, he/she/it didn't.

Did they finish? ☐ Yes, they did.
No, they didn't.

Pronunciation

The suffix **-ed** is pronounced:

- /ɪd/** when the verb ends in a **/t/** or **/d/** sound.
wanted
- /t/** when the verb ends in a **/k/, /s/, /ʃ/, /tʃ/, /t/** or **/p/** sound.
liked, missed, watched, washed, laughed, stopped
- /d/** when the verb ends in any other sound.
closed, studied, loved

Prepositions of Time

AT	IN	ON
time: at 4 o'clock	months: in April, in May, etc	days: on Sunday, on New Year's Day
holidays: at Christmas	seasons: in the winter/spring etc	dates: on 20 th September, etc
expressions: at noon, at the moment, at the weekend, etc	years: in 2003, in 1971, etc	
	expressions: in the evening/afternoon, etc	

Unit 8

Had/Could

Had

Affirmative	Negative		Interrogative
	Long form	Short form	
I had	I did not have	I didn't have	Did I have?
You had	You did not have	You didn't have	Did you have?
He had	He did not have	He didn't have	Did he have?
She had	She did not have	She didn't have	Did she have?
It had	It did not have	It didn't have	Did it have?
We had	We did not have	We didn't have	Did we have?
You had	You did not have	You didn't have	Did you have?
They had	They did not have	They didn't have	Did they have?

Form

Affirmative

- The past simple of the verb **have (got)** is **had**. It is the same in all persons.
*I **had** a bicycle.*

Negative

- We form negative sentences with **didn't** and **have**.
*I **didn't have** many toys when I was young.*

Interrogative

- We form questions with the helping verb **did**, the subject pronoun and the verb **have**.
***Did you have** a mobile phone last year?*

In **short answers** we only use **Yes** or **No**, the subject pronoun and the helping verb **did/didn't**. We **do not** repeat the whole question.

Did you have a toy? ☐ Yes, I/we did.
No, I/we didn't.

Did he/she/it have a toy? ☐ Yes, he/she/it did.
No, he/she/it didn't.

Did they have a toy? ☐ Yes, they did.
No, they didn't.

Could

Affirmative	Interrogative	Negative
I could play	Could I play?	I couldn't play
You could play	Could you play?	You couldn't play
He could play	Could he play?	He couldn't play
She could play	Could she play?	She couldn't play
It could play	Could it play?	It couldn't play
We could play	Could we play?	We couldn't play
You could play	Could you play?	You couldn't play
They could play	Could they play?	They couldn't play

Form**Affirmative**

- In the simple past **can** becomes **could**.
He could swim.

Interrogative

- We form questions by putting **could** before the subject.
Could you play the piano?

Negative

- We form negative sentences by putting the word **not** after **could**.
They could not/couldn't run fast.

Use

- We use **could** to express ability in the past.
He could ride a bike when he was four.

In **short answers** we only use **Yes** or **No**, the subject pronoun (I, you, he, etc) and the verb **could/couldn't**.

Could I/you/he, etc play football? Yes, I/you/he, etc could.
No, I/you/he, etc couldn't.

Past Simple (Irregular Verbs)

Affirmative	Negative		Interrogative
	Long form	Short form	
I made	I did not make	I didn't make	Did I make?
You made	You did not make	You didn't make	Did you make?
He made	He did not make	He didn't make	Did he make?
She made	She did not make	She didn't make	Did she make?
It made	It did not make	It didn't make	Did it make?
We made	We did not make	We didn't make	Did we make?
You made	You did not make	You didn't make	Did you make?
They made	They did not make	They didn't make	Did they make?

Form

- Irregular verbs do not form the past simple by adding **-ed**.
bring – brought, give – gave, etc
- We form questions and negative sentences with **did/did not (didn't)** and the base form of the verb.
It had a small head and a long neck – Did it have a small head and a long neck? – It didn't have a small head and a long neck.

In **short answers** we use **Yes** or **No**, the subject pronoun (I, you, he, etc.) and the auxiliary verb **did/didn't**. We do not repeat the whole question.

Did you make a cake yesterday? Yes, I did./No, I didn't.

Did you swim?

Yes, I/we did.
No, I/we didn't.

Did he/she/it swim?

Yes, he/she/it did.
No, he/she/it didn't.

Did they swim?

Yes, they did.
No, they didn't.

Time expressions used with the past simple:
yesterday, last Monday/last night/last week, three days/a million years/ages ago, then, when.

Time Words

We usually use time words such as **then**, **as soon as**, **as**, **suddenly**, to join two sentences together and to express time or reason.

As soon as he went to bed, the doorbell rang.

Unit 9**Will**

Affirmative		Interrogative
Long form	Short form	
I will travel	I'll travel	Will I travel?
You will travel	You'll travel	Will you travel?
He will travel	He'll travel	Will he travel?
She will travel	She'll travel	Will she travel?
It will travel	It'll travel	Will it travel?
We will travel	We'll travel	Will we travel?
You will travel	You'll travel	Will you travel?
They will travel	They'll travel	Will they travel?

Negative	
Long form	Short form
I will not travel	I won't travel
You will not travel	You won't travel
He will not travel	He won't travel
She will not travel	She won't travel
It will not travel	It won't travel
We will not travel	We won't travel
You will not travel	You won't travel
They will not travel	They won't travel

Form**Affirmative**

- We form the **simple future** with **will** and the base form of the verb.
He will visit his cousin.

Interrogative

- We form questions by putting **will** before the subject pronoun.
Will he be back soon?

Negative

- We form the negative by putting **not** after **will**.
He will not/won't go diving.

Use

We use the **simple future**:

Grammar Reference

- for predictions about the future.
*You **will be** a great tennis player one day.*
- for promises or on-the-spot decisions.
I'll buy you a new car.

Time expressions used with the simple future:
tomorrow, next week/month/year, soon, etc.

In **short answers** we only use the subject pronoun and **will/won't**. We do not repeat the whole question.

Will you eat? — Yes, I will./Yes, we will.
No, I won't./No, we won't.

Will he/she/it eat? — Yes, he/she/it will.
No, he/she/it won't.

Will they eat? — Yes, they will.
No, they won't.

Be going to

Affirmative	Negative	Interrogative
I'm going to take	I'm not going to take	Am I going to take?
You're going to take	You aren't going to take	Are you going to take?
He's going to take	He isn't going to take	Is he going to take?
She's going to take	She isn't going to take	Is she going to take?
It's going to take	It isn't going to take	Is it going to take?
We're going to take	We aren't going to take	Are we going to take?
You're going to take	You aren't going to take	Are you going to take?
They're going to take	They aren't going to take	Are they going to take?

Form

Affirmative

- We form **be going to** with the verb **to be** (is, am, are), **going to** and the base form of the verb.
He is going to fly to Italy tonight.

Negative

- We form the negative by putting **not** after the verb **to be**.
He is not/isn't going to have a driving lesson this weekend.

Interrogative

- We form questions by putting the verb **to be** before the subject pronoun.
Is she going shopping this afternoon?

Use

We use **be going to**:

- for plans and intentions for the (near) future.
I am going to play ice hockey this afternoon.

Present Continuous (future meaning)

- We can use the **present continuous** for actions we have already arranged to do in the near future, usually, with verbs of movement, such as: *come, go, fly, travel, leave*, etc.
I am meeting Paul at five o'clock.

Be going to/Will

Be going to	Will
<ul style="list-style-type: none"> • We use be going to for plans and intentions. <i>I'm going to buy a car this summer.</i> 	<ul style="list-style-type: none"> • We use will for on-the-spot decisions. <i>I'll buy you this dress.</i>

Unit 10

Can/Should/Must

Modal verbs are verbs that go before other verbs. They include **can, can't, must, mustn't, should, shouldn't**, etc.

- They do not take an **-s, -ing** or **-ed** suffix.
- Modal verbs are always followed by the base form of another verb.

*He **should do** his homework. (NOT: He should ~~does~~ his homework.)*

Can/Can't

- We use **can** to ask for permission.
Can I go out?
- We use **can't** to deny permission.
*You **can't go out**. It's cold.*

Should/Shouldn't

- We use **should** to give advice.
*You **should go** to the doctor.*
- We use **shouldn't** to advise someone not to do something.
*You **shouldn't swim** in the deep end of the pool.*

Must/Mustn't

- We use **must** to express obligation.
*I **must tidy** my room.*
- We use **mustn't** to express prohibition.
*You **mustn't park** here.*

Present Perfect

Regular Verbs

Affirmative		Interrogative
Long form	Short form	
I have travelled	I've travelled	Have I travelled?
You have travelled	You've travelled	Have you travelled?
He has travelled	He's travelled	Has he travelled?
She has travelled	She's travelled	Has she travelled?
It has travelled	It's travelled	Has it travelled?
We have travelled	We've travelled	Have we travelled?
You have travelled	You've travelled	Have you travelled?
They have travelled	They've travelled	Have they travelled?

Negative	
Long form	Short form
I have not travelled	I haven't travelled
You have not travelled	You haven't travelled
He has not travelled	He hasn't travelled
She has not travelled	She hasn't travelled
It has not travelled	It hasn't travelled
We have not travelled	We haven't travelled
You have not travelled	You haven't travelled
They have not travelled	They haven't travelled

Irregular Verbs

Affirmative	Interrogative	Negative
I've bought	Have I bought?	I haven't bought
You've bought	Have you bought?	You haven't bought
He's bought	Has he bought?	He hasn't bought
She's bought	Has she bought?	She hasn't bought
It's bought	Has it bought?	It hasn't bought
We've bought	Have we bought?	We haven't bought
You've bought	Have you bought?	You haven't bought
They've bought	Have they bought?	They haven't bought

Form

Affirmative

- We form the affirmative with the auxiliary verb **have/has** and the past participle.
*He **has** studied for the text.*
- We form the past participle of regular verbs by adding **-ed** to the verb.
arrive – arrived
pack – packed
- We form the past participle of irregular verbs differently. (See list of irregular verbs at the end of the book.)

Interrogative

- We form questions by putting **have/has** before the subject pronoun.
Have you written the letter?

Negative

- We form the negative by putting **not** after **have/has** and before the past participle.
*You **haven't** written the letter.*

Use

We use the **present perfect**:

- for actions which happened at an unstated indefinite time in the past. The exact time is not important.
*They **have painted** the house.* (When did they paint it? We don't know when; the time is not mentioned.)

Time expressions used with the present perfect:
ever, never, yet, already.

- already** is used in statements and goes between the verb **have** and the past participle.
*They **have already** ordered.*
- yet** is used in questions and negative statements and goes at the end of the sentence.
*Has he moved house **yet**?*
*He **hasn't** posted the letter **yet**.*
- ever** is used in questions and goes between the verb **have** and the past participle.
*Have you **ever** played Rock music?*
- never** is used to make a negative statement and goes between the verb **have** and the past participle.
*I **have never** met a famous person.*

Present Perfect/Past Simple

Past Simple	Present Perfect
We use the past simple for: <ul style="list-style-type: none"> an action which happened at a stated time in the past. <i>They bought a car one year ago.</i> 	We use the present perfect for: <ul style="list-style-type: none"> an action which happened at an unstated indefinite time in the past. <i>They have bought a house.</i> (When? We don't know. The time is not mentioned.)

Superlatives

Adjective	Comparative	Superlative
tall	taller	tallest
lazy	lazier	laziest
fat	fatter	fattest
handsome	more handsome	most handsome

Form

- One-syllable** adjectives form the superlative by adding **-est**.
*fast – faster – **fastest***
- Adjectives with more than two-syllables form the superlative with **most** + adjective.
*beautiful – more beautiful – **most beautiful***

Spelling

- One-syllable** adjectives ending in a vowel + consonant double the consonant and add **-est**.
*big → **bigger** – **biggest***
- Two-syllable** adjectives ending in a consonant + y replace **-y** with **-i** and add **-est**.
*happy – **happier** – **happiest***

Use

- We use **the** + **superlative form** + **of/in** to compare three or more people or things.
*He is **the tallest** of all.*
*He is **the tallest** in the class.*

Irregular Superlatives

Adjective	Comparative	Superlative
good	better	best
bad	worse	worst

Let's start

a hundred (n) /ə ˈhʌndrəd/
 alphabetical order (n)
 /ælfəbetikəl ɔːdə/
 apple (n) /æpəl/
 bag (n) /bæg/
 black (n) /blæk/
 blue (n) /bluː/
 board (n) /bɔːd/
 cassette (n) /kæset/
 circle (n) /sɜːkl/
 classmate (n) /klɑːsmet/
 coffee (n) /kɒfi/
 colour (n) /kʌlə/
 computer (n) /kəmˈpjʊtə/
 dictionary (n) /dɪkʃənri/
 eight (n) /eɪt/
 eighteen (n) /eɪtɪn/
 eighty-eight (n) /eɪti eɪt/
 eleven (n) /ɪlevən/
 envelope (n) /envəloʊp/
 eraser (n) /ɪreɪzə/
 exercise book (n)
 /eksəˈsaɪz bʊk/
 favourite (adj) /feɪvərɪt/
 fifteen (n) /fɪftɪn/
 fifty (n) /fɪfti/
 fifty-five (n) /fɪfti faɪv/
 five (n) /faɪv/
 forty (n) /fɔːti/
 forty-four (n) /fɔːti fɔː/
 four (n) /fɔː/
 fourteen (n) /fɔːtɪn/
 friend (n) /frend/
 green (n) /grɪn/
 grey (n) /greɪ/
 know (v) /noʊ/
 language (n) /læŋɡwɪdʒ/
 last name (n) /lɑːst neɪm/
 list (n) /lɪst/
 listen (v) /lɪsən/
 make (v) /meɪk/
 match (v) /mætʃ/
 nine (n) /naɪn/
 nineteen (n) /naɪntiːn/
 ninety (n) /naɪnti/
 ninety-nine (n) /naɪnti naɪn/
 number (n) /nʌmbə/
 one (n) /wʌn/
 orange (n) /ɒrɪndʒ/
 pen (n) /pen/

pencil (n) /pensəl/
 phone (n) /fəʊn/
 pink (n) /pɪŋk/
 pizza (n) /pɪtsə/
 popcorn (n) /pɒpkɔːn/
 purple (n) /pɜːpl/
 put (v) /pʊt/
 radio (n) /reɪdiəʊ/
 read (v) /riːd/
 red (n) /red/
 repeat (v) /rɪpiːt/
 sandwich (n) /sænwɪdʒ/
 seven (n) /sevən/
 seventeen (n) /sevəntiːn/
 seventy (n) /sevənti/
 seventy-seven (n) /sevənti
 sevən/
 sharpener (n) /ʃɑːpənə/
 six (n) /sɪks/
 sixteen (n) /sɪkstɪnθ/
 sixty-six (n) /sɪksti sɪks/
 slowly (adv) /sləʊli/
 speak (v) /spiːk/
 spell (v) /spel/
 talk (v) /tɔːk/
 taxi (n) /tæksi/
 telephone (n) /telɪfoʊn/
 ten (n) /ten/
 thirteen (n) /θɜːtiːn/
 thirty-three (n) /θɜːti/
 three (n) /θriː/
 twelve (n) /twelv/
 twenty (n) /twenti/
 twenty-one (n) /twenti
 wʌn/
 twenty-two (n) /twenti tuː/
 two (n) /tuː/
 umbrella (n) /ʌmbrelə/
 understand (v)
 /ʌndəˈstænd/
 useful (adj) /juːsfəl/
 video camera (n) /vɪdiəʊ
 kæmrə/
 What's your name? (phr)
 white (n) /waɪt/
 write (v) /raɪt/
 yellow (n) /jeləʊ/
 zero (n) /zɪərəʊ/

Module 1

UNIT 1a

address (n) /ədres/
 age (n) /eɪdʒ/
 all over the world (phr)
 almost (adv) /ɔːlməʊst/
 Ankara (n) /æŋkərə/
 answer (v) /ɑːnsə/
 article (n) /ɑːtɪkəl/
 ask (v) /ɑːsk/
 Athens (n) /æθɪnz/
 best friend (n) /best frend/
 Britain (n) /brɪtən/
 Cairo (n) /kaɪˈroʊ/
 capital city (n) /kæpɪtəl sɪti/
 city (n) /sɪti/
 complete (v) /kəmplɪt/
 contact (v) /kɒntækt/
 country (n) /kʌntri/
 drop (v) /drɒp/
 each (adj) /iːtʃ/
 Egypt (n) /ɪdʒɪpt/
 e-mail (n) /iː meɪl/
 exactly (adv) /ɪɡzæktli/
 expect (v) /ɪkspekt/
 extract (n) /ekstrækt/
 fill in (phr v) /fɪl ɪn/
 find (v) /faɪnd/
 form (n) /fɔːm/
 full name (n) /fʊl neɪm/
 Greece (n) /ɡriːs/
 hope (v) /hoʊp/
 How old? (phr)
 information (n) /ɪnfəˈmeɪʃən/
 Japan (n) /dʒəˈpæn/
 London (n) /lʌndən/
 look up (phr v) /lʊk ʌp/
 magazine (n) /mæɡəˈziːn/
 make friends (phr)
 map (n) /mæp/
 Mexico (n) /meksɪkoʊ/
 Mexico City (n) /meksɪkoʊ
 sɪti/
 Moscow (n) /mɒskoʊ/
 music (n) /mjuːzɪk/
 Net (n) /net/
 partner (n) /pɑːtnə/
 password (n) /pɑːswɜːd/
 person (n) /pɜːsən/
 picture (n) /pɪktʃə/
 Poland (n) /poʊlənd/

registration form (n)
 /redʒɪstreɪʃən fɔːm/
 Russia (n) /rʌʃə/
 singer (n) /sɪŋə/
 text (n) /tekst/
 title (n) /taɪtəl/
 Tokyo (n) /toʊkiəʊ/
 town (n) /taʊn/
 Turkey (n) /tɜːki/
 USA (n) /juː es ə/
 user ID (n) /juːzər aɪ diː/
 want (v) /wɒnt/
 Warsaw (n) /wɔːsɔː/
 Washington DC (n)
 /wɒʃɪŋtən diː siː/
 website (n) /websaɪt/
 where (adv) /weə/

UNIT 1b

African (adj) /æfrɪkən/
 American (adj) /əmerɪkən/
 another (pron) /ənəðə/
 Austria (n) /ɒstriə/
 Austrian (adj) /ɒstriən/
 both (n) /boʊθ/
 Brazil (n) /bræzɪl/
 Brazilian (adj) /bræzɪliən/
 China (n) /tʃaɪnə/
 Chinese (adj) /tʃaɪniːz/
 choose (v) /tʃuːz/
 come from (phr v) /kʌm
 frəm/
 Czech (adj) /tʃek/
 factfile (n) /fæktfaɪl/
 famous (adj) /feɪməs/
 France (n) /frɑːns/
 French (adj) /frentʃ/
 German (adj) /dʒɜːˈmən/
 Germany (n) /dʒɜːˈmɒni/
 guess (v) /ges/
 in turns (phr)
 interview (v) /ɪntəˈvjuː/
 Italian (adj) /ɪtəliən/
 Italy (n) /ɪtəli/
 ketchup (n) /ketʃʌp/
 landmark (n) /lændmɑːk/
 million (n) /mɪliən/
 mosquito (n) /mɒskɪtoʊ/
 nationality (n) /næʃənəliːti/
 people (n) /piːpl/
 piano (n) /piənəʊ/

point (n) /pɔɪnt/
 population (n) /pɒpjəleɪʃn/
 question (n) /kwɛstʃən/
 record (n) /rɛkɔːd/
 robot (n) /rəʊbɒt/
 Rome (n) /rəʊm/
 same (adj) /seɪm/
 say (v) /seɪ/
 see (v) /siː/
 Spain (n) /speɪn/
 Spanish (adj) /spæniʃ/
 speaker (n) /spiːkə/
 study (v) /stʌdi/
 thing (n) /θɪŋ/
 underline (v) /ʌndəˈlaɪn/
 word (n) /wɜːd/
 zebra (n) /zebrə/

UNIT 1c

actor (n) /æktə/
 boy (n) /bɔɪ/
 bye (convention) /baɪ/
 Canada (n) /kænədə/
 check (v) /tʃek/
 correct (adj) /kərekt/
 dialogue (n) /daɪələg/
 example (n) /ɪɡzɑːmpəl/
 find out (phr v) /faɪnd aʊt/
 girl (n) /gɜːl/
 greet (v) /griːt/
 greeting (n) /griːtɪŋ/
 have a nice day (phr)
 hear (v) /hɪə/
 hello (convention) /heləʊ/
 hi (convention) /haɪ/
 How are things? (phr)
 How are you? (phr)
 introduce (v) /ɪntrədʒʊs/
 introduction (n)
 /ɪntrədʌkʃən/
 Nice to meet you. (phr)
 Not bad. (phr)
 oneself (pron) /wʌnself/
 Pleased to meet you. (phr)
 pretty good (phr)
 See you later. (phr)
 sentence (n) /sentəns/
 teacher (n) /tiːtʃə/
 tour (n) /tʊə/
 tour guide (n) /tʊə ɡaɪd/
 tourist (n) /tʊərɪst/

UNIT 1d

England (n) /ɪŋɡlənd/
 everything (pron) /evriθɪŋ/
 football (n) /fʊtbɔːl/
 help (v) /help/
 idea (n) /aɪdɪə/
 letter (n) /letə/
 love (n) /lʌv/
 new (adj) /njuː/
 north (n) /nɔːθ/
 pen-pal (n) /pen pəl/
 school (n) /skuːl/
 soon (adv) /suːn/
 team (n) /tiːm/
 tell (v) /tel/
 year (n) /jɪə/

CURRICULAR CUTS 1: Geography

Belfast (n) /belfɑːst/
 Cardiff (n) /kɑːdɪf/
 class (n) /klɑːs/
 compass (n) /kʌmpəs/
 draw (v) /drɔː/
 Edinburgh (n) /edɪnbərə/
 north-east (n) /nɔːθ iːst/
 Northern Ireland (n)
 /nɔːðən aɪələnd/
 north-west (n) /nɔːθ west/
 present (n) /preznt/
 Scotland (n) /skɒtlənd/
 south-east (n) /saʊθ iːst/
 south-west (n) /saʊθ west/
 Wales (n) /weɪlz/

UNIT 2a

aunt (n) /ɑːnt/
 beard (n) /biəd/
 beautiful (adj) /bjuːtɪfəl/
 below (prep) /biˈləʊ/
 big (adj) /bɪɡ/
 brother (n) /brʌðə/
 call (v) /kɔːl/
 chocolate (n) /tʃɒklɪt/
 clever (adj) /klevə/
 cooking (n) /kʊkɪŋ/
 dad (n) /dæd/
 dark hair (n) /dɑːk heə/
 daughter (n) /dɔːtə/

describe (v) /dɪskraɪb/
 dog (n) /dɒɡ/
 ear (n) /ɪə/
 episode (n) /epɪsɔːd/
 eye (n) /aɪ/
 fair (adj) /feə/
 family (n) /fæmɪli/
 family ties (n) /fæmɪli taɪz/
 family tree (n) /fæmɪli triː/
 father (n) /fɑːðə/
 first (adj) /fɜːst/
 flower (n) /flaʊə/
 Friday (n) /fraɪdeɪ/
 glasses (n) /glɑːsɪz/
 grandfather (n)
 /grændfɑːðə/
 grandmother (n)
 /grænmlðə/

great fun (phr)
 hit the TV screens (phr)
 husband (n) /hʌzbənd/
 include (v) /ɪnklʊd/
 live (v) /lɪv/
 long (adj) /lɒŋ/
 look like (phr)
 meet (v) /miːt/
 member (n) /membə/
 mother (n) /mʌðə/
 moustache (n) /məstɑːʃ/
 mum (n) /mʌm/
 news (n) /njuːz/
 older (adj) /oʊldə/
 only child (n) /oʊnli tʃaɪld/
 patch (n) /pætʃ/
 problem (n) /prɒbləm/
 remember (v) /rɪmembə/
 riddle (n) /rɪdəl/
 screen (n) /skriːn/
 short (adj) /ʃɔːt/
 sister (n) /sɪstə/
 smile (n) /smaɪl/
 son (n) /sʌn/
 TV (n) /tiː viː/
 uncle (n) /ʌŋkəl/
 week (n) /wiːk/
 wife (n) /waɪf/
 younger (adj) /jʌŋɡə/

UNIT 2b

abroad (adv) /əbrɔːd/
 activity (n) /æktɪvɪti/

appearance (n) /əpiərəns/
 character (n) /kærɪktə/
 computer game (n)
 /kəm্পjʊtə ɡeɪm/
 cook book (n) /kʊk bʊk/
 curly (adj) /kɜːli/
 detail (n) /dɪteɪl/
 doll (n) /dɒl/
 friendly (adj) /frendli/
 funny (adj) /fʌni/
 gardening gloves (n)
 /ɡɑːdɪŋ glʌvz/
 goodlooking (adj) /ɡʊd
 lʊkɪŋ/
 handsome (adj) /hænsəm/
 happy (adj) /hæpi/
 home (n) /həʊm/
 home-made (adj) /həʊm
 meɪd/
 host family (n) /həʊst
 fæmɪli/
 house (n) /haʊs/
 kind (adj) /kaɪnd/
 learn (v) /lɜːn/
 life (n) /laɪf/
 lucky (adj) /lʌki/
 nose (n) /nəʊz/
 once (adv) /wʌns/
 overweight (adj)
 /oʊvəˈweɪt/
 pair (n) /peə/
 phrase (n) /freɪz/
 quite (adv) /kwat/
 reporter (n) /rɪpɔːtə/
 right by the sea (phr)
 serious (adj) /sɪəriəs/
 share (v) /ʃeə/
 slim (adj) /slɪm/
 someone (pron) /sʌmwʌn/
 story book (n) /stɔːrɪbʊk/
 straight (adj) /streɪt/
 student (n) /stjuːdnt/
 swimming (n) /swɪmɪŋ/
 taco (n) /tækoʊ/
 tall (adj) /tɔːl/
 video (n) /vɪdɪoʊ/
 wait (v) /weɪt/
 wavy (adj) /weɪvi/
 welcome (v) /welkəm/
 world (n) /wɜːld/
 would love (phr)

UNIT 2c

a little (phr)
 act out (phr v) /ækt aʊt/
 ad (n) /æd/
 baseball (n) /beɪsbɔ:l/
 belong (v) /bɪlɒŋ/
 camera (n) /kæmrə/
 camp (n) /kæmp/
 card (n) /kɑ:d/
 chess (n) /tʃes/
 cook (v) /kʊk/
 dance (v) /dɑ:ns/
 definitely (adv) /defɪnɪtli/
 difference (n) /dɪfrəns/
 dive (v) /daɪv/
 excuse me (phr)
 film (n) /fɪlm/
 fish (n) /fɪʃ/
 fitness (n) /fɪtnəs/
 for instance (phr)
 give (v) /gɪv/
 give back (phr v) /gɪv bæk/
 good morning (phr)
 hand out (phr v) /hænd aʊt/
 healthy (adj) /helθi/
 hopeless (adj) /hoʊpləs/
 keep fit (phr)
 kid (n) /kɪd/
 mobile phone (n) /moʊəbəl fəʊn/
 no problem (phr)
 not at all (phr)
 object (n) /ɒbdʒɪkt/
 offer (n) /ɒfə/
 play (v) /pleɪ/
 post (v) /pəʊst/
 really well (phr)
 ride a bike (phr)
 ride a horse (phr)
 similar (adj) /sɪmɪlə/
 ski (v) /ski/
 something (pron) /sʌmθɪŋ/
 sound (v) /saʊnd/
 sure (adj) /ʃʊə/
 surf the Internet (phr)
 swim (v) /swɪm/
 take photos (phr)
 tennis (n) /tenɪs/
 today (adv) /tədeɪ/
 volleyball (n) /vɒləibɔ:l/

UNIT 2d

all day (phr)
 begin (v) /bɪɡɪn/
 best wishes (n) /best wɪʃɪz/
 closing remark (n) /kloʊzɪŋ rɪmɑ:k/
 end (v) /end/
 even (adv) /i:vən/
 fantastic (adj) /fæntəstɪk/
 greetings (n) /ɡri:tɪŋz/
 imagine (v) /ɪmædʒɪn/
 opening remark (n) /oʊpənɪŋ rɪmɑ:k/
 postcard (n) /pəʊstkɑ:d/
 see you soon (phr)
 send (v) /send/
 take care (phr)
 teeth (n) /ti:θ/
 wish (v) /wɪʃ/

CULTURE CLIP 2

aeroplane (n) /eəreɪplæn/
 carriage (n) /kærɪdʒ/
 castle (n) /kɑ:səl/
 children (n) /tʃɪldrən/
 corgi (n) /kɔ:gi/
 fan (n) /fæn/
 palace (n) /pælis/
 pet (n) /pet/
 Prince (n) /prɪns/
 private (adj) /praɪvɪt/
 Queen (n) /kwɪn/
 room (n) /ru:m/
 Royal Family (n) /rɔɪəl fæmɪli/
 think (v) /θɪŋk/
 United Kingdom (n) /ju:natɪd kɪŋdəm/
 visit (v) /vɪzɪt/

ACROSS THE CURRICULUM 1

survey (n) /sʌ:veɪ/
 take after (phr v) /teɪk æftə/

SONGSHEET 1

guy (n) /ɡaɪ/

hour (n) /aʊə/
 lyrics (n) /lɪŋks/

Module 2

UNIT 3a

afternoon (n) /ɑ:ftəˈnu:n/
 announcement (n) /əˈnaʊnsmənt/
 bed (n) /bed/
 best entry (n) /best ɛntri/
 bird (n) /bɜ:d/
 board game (n) /bɔ:d ɡeɪm/
 breakfast (n) /brekfɛst/
 cinema (n) /sɪnɪmə/
 come to mind (phr)
 competition (n) /kɒmpɪtɪʃən/
 daily (adv) /deɪli/
 day (n) /deɪ/
 different (adj) /dɪfrənt/
 dream (v) /dri:m/
 dull (adj) /dʌl/
 evening (n) /i:vnɪŋ/
 flat (adj) /flæt/
 fly (v) /flaɪ/
 fun (adj) /fʌn/
 get dressed (phr)
 get up (phr v) /get ʌp/
 go (v) /ɡoʊ/
 gym (n) /dʒɪm/
 high (adj) /haɪ/
 homework (n) /hoʊmwɜ:k/
 hurry (v) /hʌri/
 image (n) /ɪmɪdʒ/
 jog (v) /dʒɒɡ/
 lesson (n) /lesən/
 lie (v) /laɪ/
 look (v) /lʊk/
 luck (n) /lʌk/
 mean (v) /mi:n/
 morning (n) /mɔ:niŋ/
 need (v) /ni:d/
 newspaper (n) /nju:spetpə/
 notice (v) /nəʊtɪs/
 office (n) /ɒfɪs/
 perfect (adj) /pɜ:fɪkt/
 planet (n) /plænɪt/
 pool (n) /pu:l/
 prize (n) /praɪz/
 rise (v) /raɪz/

routine (n) /ru:ti:n/
 rush (v) /rʌʃ/
 seem (v) /si:m/
 send in (phr v) /send ɪn/
 shopping (n) /ʃɒpɪŋ/
 sit (v) /sɪt/
 stay (v) /steɪ/
 sun (n) /sʌn/
 theatre (n) /θi:ətə/
 try (v) /traɪ/
 video game (n) /vɪdɪoʊ ɡeɪm/
 walk (v) /wɔ:k/
 washing-up (n) /wɒʃɪŋ ʌp/
 watch (v) /wɒtʃ/
 wonderful (adj) /wʌndəˈfʊl/
 worry (v) /wʌri/

UNIT 3b

add (v) /æd/
 Art (n) /ɑ:t/
 college (n) /kɒlɪdʒ/
 dinner (n) /dɪnə/
 English (n) /ɪŋɡlɪʃ/
 except (prep) /ɪksept/
 Geography (n) /dʒɪɒɡrəfi/
 History (n) /hɪstəri/
 housework (n) /haʊswɜ:k/
 ICT (abbreviation for *Information and Communications Technology*)
 Is that all? (phr)
 keep notes (phr)
 leave (v) /li:v/
 Maths (n) /mæθs/
 Monday (n) /mʌndeɪ/
 nothing (pron) /nʌθɪŋ/
 PE (abbreviation for *Physical Education*)
 plenty of time (phr)
 Saturday (n) /sætəˈdeɪ/
 Science (n) /saɪəns/
 subject (n) /sʌbdʒɪkt/
 Sunday (n) /sʌndeɪ/
 take it easy (phr)
 Thursday (n) /θɜ:zdeɪ/
 tidy (adj) /taɪdi/
 time (n) /taɪm/
 timetable (n) /taɪmteɪbəl/
 together (adv) /təgeðə/

Tuesday (n) /tʃuːzdeɪ/
 unusual (adj) /ʌnjuːʒuəl/
 village (n) /vɪlɪdʒ/
 Wednesday (n) /wenzdeɪ/
 weekday (n) /wiːkdeɪ/
 weekend (n) /wiːkend/

UNIT 3c

animal (n) /ænɪmə/
 career (n) /kəˈrɪə/
 chef (n) /ʃef/
 coat (n) /koʊt/
 cool (adj) /kuːl/
 danger (n) /deɪndʒə/
 dangerous (adj) /deɪndʒərəs/
 doctor (n) /dɒktə/
 excellent (adj) /eksələnt/
 hardly ever (adv) /hɑːdli eɪvə/
 hate (v) /heɪt/
 hospital (n) /hɒspɪtəl/
 impossible (adj) /ɪmˈpɒsəbəl/
 interested (adj) /ɪntrestɪd/
 long hours (n) /lɒŋ aʊəz/
 mark (n) /mɑːk/
 mechanic (n) /mɪkəˈnɪk/
 middle name (n) /mɪdˈleɪn/
 mostly (adv) /moʊstli/
 no way (phr)
 nowadays (adv) /naʊədeɪz/
 outdoors (adv) /aʊtˈdɔːz/
 outside (adv) /aʊtsaɪd/
 paper (n) /peɪpə/
 piece (n) /piːs/
 pilot (n) /paɪlət/
 police force (n) /pəˈliːs fɔːs/
 police officer (n) /pəˈliːs ɒfɪsə/
 protect (v) /prəˈtekt/
 rest (v) /rest/
 score (n) /skɔː/
 sick (adj) /sɪk/
 sleep (v) /sliːp/
 take care of (phr)
 travel (v) /trævl/
 TV channel (n) /tiː viː tʃæˈnəl/
 uniform (n) /juːnɪfɔːm/
 use (v) /juːz/

vet (n) /vet/
 wear (v) /weə/
 work (v) /wɜːk/

UNIT 3d

babysitter (n) /bæbɪsɪtə/
 contact (v) /kɒntækt/
 delivery boy (n) /dɪlɪvəri bɔɪ/
 diver (n) /daɪvə/
 dog-walker (n) /dɒg wɔːkə/
 extra money (n) /ekˈstrə mʌni/
 hunt (v) /hʌnt/
 lifeguard (n) /laɪfgɑːd/
 look for (phr v) /lʊk fɔː/
 mind (v) /maɪnd/
 motorbike (n) /moʊtəˈbaɪk/
 strong (adj) /strɒŋ/
 swimmer (n) /swɪmə/

CULTURE CLIP 3

agree (v) /əɡriː/
 ahead (adv) /əhed/
 basic (adj) /beɪsɪk/
 bull (n) /bʊl/
 campfire (n) /kæmpfaɪə/
 cattle (n) /kætəl/
 comfortable (adj) /kɒmfətəbəl/
 cowboy (n) /kaʊbɔɪ/
 early (adv) /ɜːli/
 easy (adj) /iːzi/
 electricity (n) /ɪlektɪrɪsɪti/
 exciting (adj) /ɪksaɪtɪŋ/
 familiar (adj) /fəˈmɪliə/
 figure (n) /fɪɡə/
 free time (n) /friː taɪm/
 get ready (phr)
 horse (n) /hɔːs/
 hot water (n) /hɒt wɔːtə/
 label (v) /leɪbəl/
 lasso (n) /læsuː/
 range (n) /reɪndʒ/
 relax (v) /rɪlæks/
 rodeo (n) /roʊdiə/
 show (v) /ʃoʊ/
 skill (n) /skɪl/
 spend (v) /spend/
 spurs (n) /spɜːz/

Stetson (n) /stetsən/
 time out (n) /taɪm aʊt/
 typical (adj) /tɪpɪkəl/
 wild (adj) /waɪld/

UNIT 4a

acre (n) /eɪkə/
 amazing (adj) /əˈmeɪzɪŋ/
 apartment (n) /əpɑːtmənt/
 armchair (n) /ɑːmtʃeə/
 bath (n) /bɑːθ/
 bathroom (n) /bɑːθruːm/
 bedroom (n) /bedruːm/
 coffee table (n) /kɒfi teɪbəl/
 cooker (n) /kʊkə/
 cupboard (n) /kʌbəd/
 curtain (n) /kɜːtən/
 cushion (n) /kʊʃən/
 doll's house (n) /dɒlz haʊs/
 fireplace (n) /faɪəˈpleɪs/
 floor (n) /flɔː/
 fridge (n) /frɪdʒ/
 furniture (n) /fɜːnɪtʃə/
 garage (n) /gærɑːʒ/
 garden (n) /ɡɑːdən/
 kitchen (n) /kɪtʃɪn/
 lift (n) /lɪft/
 living room (n) /lɪvɪŋ ruːm/
 location (n) /ləʊkeɪʃən/
 magnificent (adj) /mæɡnɪfɪsənt/
 March (n) /mɑːtʃ/
 opposite (prep) /ɒpəzɪt/
 own (pron) /oʊn/
 pillow (n) /pɪlə/
 side table (n) /saɪd teɪbəl/
 sink (n) /sɪŋk/
 size (n) /saɪz/
 sofa (n) /soʊfə/
 staircase (n) /steɪkɪs/
 tiny (adj) /taɪni/
 towel (n) /taʊəl/
 visitor (n) /vɪzɪtə/
 what a pity (phr)

UNIT 4b

area (n) /eəriə/
 attractive (adj) /əˈtræktɪv/
 beach (n) /biːtʃ/
 bookcase (n) /bʊkkeɪs/

busy (adj) /bɪzi/
 carpet (n) /kɑːpɪt/
 CD player (n) /sɪdiː pleɪə/
 centre (n) /sentə/
 chair (n) /tʃeə/
 cheap (adj) /tʃiːp/
 cottage (n) /kɒtɪdʒ/
 cup (n) /kʌp/
 exchange (v) /ɪksʃeɪndʒ/
 expensive (adj) /ɪkspensɪv/
 fork (n) /fɔːk/
 glass (n) /ɡlɑːs/
 home exchange (n) /hoʊm ɪksʃeɪndʒ/
 house-warming party (n) /haʊs wɔːmɪŋ pɑːti/
 interior (n) /ɪntɪəriə/
 knife (n) /naɪf/
 microwave (n) /maɪkroʊweɪv/
 minute (n) /mɪnɪt/
 modern (adj) /mɒdəˈn/
 plate (n) /pleɪt/
 quiet (adj) /kwaɪət/
 shelf (n) /ʃelf/
 small (adj) /smɔːl/
 spacious (adj) /speɪʃəs/
 spoon (n) /spuːn/
 studio apartment (n) /stjuːdiəʊ əpɑːtmənt/
 swimming pool (n) /swɪmɪŋ puːl/
 table (n) /teɪbəl/
 traditional (adj) /trədiʃənəl/
 unattractive (adj) /ʌnəˈtræktɪv/
 villa (n) /vɪlə/
 wall (n) /wɔːl/
 wardrobe (n) /wɔːdroʊb/
 washing machine (n) /wɒʃɪŋ məʃiːn/
 window (n) /wɪndəʊ/
 winter (n) /wɪntə/

UNIT 4c

a bit (phr)
 avenue (n) /æˈvɪnjuː/
 baker's (n) /beɪkəz/
 bank (n) /bæŋk/
 box (n) /bɒks/
 bus stop (n) /bʌs stɒp/

butcher's (n) /bʊtʃə'z/
 chemist's (n) /kemists/
 corner (n) /kɔ:'nə/
 down the road (phr)
 finally (adv) /faɪnəli/
 get (v) /get/
 go along (phr v) /goʊ əlɒŋ/
 greengrocer's (n)
 /grɪŋɡroʊsə'z/
 home sweet home (phr)
 hotel (n) /hoʊtel/
 kettle (n) /ketl/
 last (adj) /lɑ:st/
 library (n) /laɪbrəri/
 lifestyle (n) /laɪfstail/
 miss (v) /mɪs/
 museum (n) /mju:ziəm/
 my back is killing me (phr)
 neighbourhood (n)
 /neɪbə'hʊd/
 newsagent's (n)
 /nju:zədʒənts/
 pie (n) /paɪ/
 place (n) /pleɪs/
 post office (n) /pəʊst ɒfɪs/
 pretty (adv) /prɪti/
 restaurant (n) /restərɒnt/
 road (n) /roʊd/
 shop (n) /ʃɒp/
 street (n) /stri:t/
 supermarket (n)
 /su:pə'mɑ:kɪt/
 take the first turning (phr)
 tea (n) /ti/
 thank goodness (phr)
 ticket (n) /tɪkt/
 train station (n) /treɪn
 steɪʃn/
 turn left (phr)
 turn right (phr)
 walk past a place (phr)
 worth (n) /wɜ:θ/

UNIT 4d

directions (n) /daɪrekʃənz/
 fax (n) /fæks/
 get lost (phr)
 message (n) /mesɪdʒ/
 pleased (adj) /pli:zd/

CURRICULAR CUTS 4: Module 3 Art & Design

attract (n) /ə'trækt/
 basket (n) /bɑ:skɪt/
 bright (adj) /braɪt/
 build (v) /bɪld/
 café (n) /kæfeɪ/
 company (n) /kʌmpəni/
 customer (n) /kʌstəmə/
 design (n) /dɪzain/
 face (n) /feɪs/
 petrol station (n) /petrəl
 steɪʃn/
 sell (v) /sel/
 shape (n) /ʃeɪp/
 sign (n) /saɪn/
 strange (adj) /streɪndʒ/

ACROSS THE CURRICULUM 2

brave (adj) /breɪv/
 calm (adj) /kɑ:m/
 community (n) /kəmju:nɪti/
 demonstration (n)
 /demənstreɪʃn/
 educate (v) /edʒəkeɪt/
 emergency (n) /ɪmɜ:dʒənsi/
 fight (n) /faɪt/
 fire (n) /faɪə/
 fire safety (n) /faɪə seɪfti/
 firefighter (n) /faɪə'faɪtə/
 follow (v) /fɒləʊ/
 give a talk (phr)
 group (n) /ɡru:p/
 instructions (n)
 /ɪnstrʌkʃənz/
 involve (v) /ɪnvɒlv/
 quickly (adv) /kwɪkli/
 react (v) /riækt/
 rescue (v) /reskjʊ/
 respond (v) /rɪspɒnd/
 situation (n) /sɪtʃuəʃən/

SONGSHEET 2

alone (adj) /əloʊn/
 chat (v) /tʃæt/
 space (n) /speɪs/

UNIT 5a

adore (v) /ədɔ:'/
 Aquarius (n) /əkweəriəs/
 Aries (n) /eəri:z/
 banana (n) /bə'nɑ:nə/
 beef (n) /bi:f/
 biscuit (n) /bɪskɪt/
 bread (n) /brɛd/
 butter (n) /bʌtə/
 cake (n) /keɪk/
 Cancer (n) /kænsə/
 Capricorn (n) /kæprɪkɔ:'n/
 carrot (n) /kærət/
 carry around (phr v) /kæri
 əraʊnd/
 cheese (n) /tʃi:z/
 cheesecake (n) /tʃi:zkeɪk/
 cherry (n) /tʃeri/
 chicken (n) /tʃɪkɪn/
 chili (n) /tʃɪli/
 Coca-cola (n) /kəʊkə kəʊlə/
 comfort (n) /kʌmfə't/
 cream sauce (n) /kri:m sɔ:s/
 croissant (n) /kwæsen/
 cucumber (n) /kju:kʌmbə/
 daring (adj) /deəriŋ/
 dessert (n) /dɪzə't/
 earth (n) /ɜ:θ/
 egg (n) /eg/
 element (n) /elɪmənt/
 energy (n) /enə'dʒi/
 energy bar (n) /enə'dʒi
 bɑ:'/
 fiery (adj) /faɪəri/
 food (n) /fu:d/
 fruit (n) /fru:t/
 garlic (n) /gɑ:'lɪk/
 Gemini (n) /dʒemɪnaɪ/
 green pepper (n) /grɪn
 pepə/
 hard-working (adj) /hɑ:d
 wɜ:kɪŋ/
 hot and spicy (phr)
 hot-dog (n) /hɒt dɒg/
 ice cream (n) /aɪs kri:m/
 Indian (adj) /ɪndiən/
 lamb (n) /læm/
 lemonade (n) /leməneɪd/
 Leo (n) /li:ʊ/
 lettuce (n) /letɪs/

Libra (n) /lɪbrə/
 light (adj) /laɪt/
 lively (adj) /laɪvli/
 main course (n) /meɪn
 kɔ:s/
 matter (n) /mætə/
 menu (n) /menju:
 Mexican (adj) /meksɪkən/
 milkshake (n) /mɪlkʃeɪk/
 mousse (n) /mu:s/
 mushroom (n) /mʌʃru:m/
 nut (n) /nʌt/
 olive oil (n) /ɒlɪv ɔɪl/
 onion (n) /ʌnjən/
 pasta (n) /pæstə/
 pea (n) /pi:/
 peanut (n) /pi:nʌt/
 Pisces (n) /paɪsɪz/
 potato (n) /pə'tetəʊ/
 quick (adj) /kwɪk/
 rice (n) /raɪs/
 romantic (adj) /rəʊmæntɪk/
 Sagittarius (n)
 /sædʒɪteəriəs/
 salad (n) /sæləd/
 sausage (n) /sɔ:sɪdʒ/
 Scorpio (n) /skɔ:'piəʊ/
 sensitive (adj) /sensɪtɪv/
 serve (v) /sɜ:v/
 sociable (adj) /səʊʃəbəl/
 soup (n) /su:p/
 star sign (n) /stɑ: saɪn/
 starter (n) /stɑ:'tə/
 steak (n) /steɪk/
 strawberry (n) /strɔ:bri/
 such as (phr)
 surprise (n) /sə'praɪz/
 taste (n) /teɪst/
 Taurus (n) /tɔ:res/
 Thai (adj) /taɪ/
 tomato (n) /tə'metəʊ/
 turn to (phr v) /tɜ:n tu/
 vegetarian (adj)
 /vedʒɪteəriən/
 Virgo (n) /vɜ:ɡəʊ/
 water (n) /wɔ:tə/

UNIT 5b

bar (n) /bɑ:'/
 barbecue (n) /bɑ:'bɪkjʊ/
 bottle (n) /bɒtl/

can (n) /kæn/
 carton (n) /kɑːtɪn/
 cent (n) /sent/
 cereals (n) /sɪəriəlz/
 cheese grater (n) /tʃiːz
 grətə/
 club sandwich (n) /klʌb
 sændwɪdʒ/
 cola (n) /kəʊlə/
 container (n) /kənteɪnə/
 curry (n) /kʌri/
 dollar (n) /dɒlə/
 euro (n) /jʊərəʊ/
 fast food restaurant (n)
 /fɑːst fuːd restərɒnt/
 fish and chips (phr)
 flour (n) /flaʊə/
 frying pan (n) /fraɪɪŋ pæn/
 jam (n) /dʒæm/
 jar (n) /dʒɑː/
 loaf (n) /ləʊf/
 mayonnaise (n) /meɪəneɪz/
 milk (n) /mɪlk/
 mineral water (n) /mɪnərəl
 wɔːtə/
 orange juice (n) /ɒrɪndʒ
 dʒʊːs/
 order (v) /ɔːdə/
 packet (n) /pækɪt/
 peas (n) /piːz/
 pence (n) /pens/
 pound (n) /paʊnd/
 prawn (n) /prɔːn/
 saucepan (n) /sɔːspən/
 slice (n) /slaɪs/
 snack (n) /snæk/
 starve (v) /stɑːv/
 thirsty (adj) /θɜːsti/
 tin (n) /tɪn/
 tin opener (n) /tɪn ɒpənə/
 trolley (n) /trɒli/
 tuna (n) /tjʊnə/
 utensil (n) /juːtensl/

UNIT 5c

advice (n) /ədvaɪs/
 amazed (adj) /əmeɪzd/
 boil (v) /bɔɪl/
 chop (v) /tʃɒp/
 clean (v) /kliːn/
 crack (v) /kræk/

cut (v) /kʌt/
 fry (v) /fraɪ/
 grate (v) /ɡreɪt/
 grill (v) /ɡrɪl/
 ingredient (n) /ɪnɡrɪdɪənt/
 kilo (n) /kiːləʊ/
 leading (adj) /liːdɪŋ/
 mash (v) /mæʃ/
 meat (n) /miːt/
 medium (adj) /mɪdiəm/
 mix (v) /mɪks/
 peel (v) /piːl/
 prepare (v) /prɪpeə/
 running water (n) /rʌnɪŋ
 wɔːtə/
 save (v) /seɪv/
 secret (n) /sɪkɪt/
 stew (n) /stjuː/
 tablespoon (n) /teɪbˈspuːn/
 tear (n) /tɪə/
 teaspoon (n) /tiːspuːn/
 vegetable (n) /vedʒtəbəl/
 wonder (v) /wʌndə/

UNIT 5d

abbreviation (n)
 /əbrɪvɪjən/
 bowl (n) /bəʊl/
 in half (phr)
 next (adv) /nekst/
 oven (n) /ʌvən/
 potato skin (n) /pəteɪtəʊ
 skɪn/
 preparation time (n)
 /prepeɪrɪʃn taɪm/
 recipe (n) /resɪpi/
 stuffed potatoes (n) /stʌft
 pəteɪtəʊz/
 then (adv) /ðen/
 winter sport (n) /wɪntə
 spɔːt/
 yoghurt (n) /jɒɡət/

CURRICULAR CUTS 5: Maths

amount (n) /əmaʊnt/
 calorie (n) /kæləri/
 chart (n) /tʃɑːt/
 cheeseburger (n)
 /tʃiːzbɜːɡə/

diet (n) /daɪət/
 fat (n) /fæt/
 French fries (n) /frentʃ
 fraɪz/
 grow (v) /ɡrəʊ/
 in terms of (phr)
 lab (n) /læb/
 measure (v) /meɪʒə/
 move (v) /muːv/
 nutrient (n) /njuːtrɪənt/
 properly (adv) /prɒpəˈli/
 spaghetti (n) /spæɡeti/
 store (v) /stɔː/
 term (n) /tɜːm/
 well-balanced (adj) /wel
 bælənst/

UNIT 6a

angry (adj) /æŋɡri/
 April (n) /eɪprɪl/
 August (n) /ɔːɡəst/
 autumn (n) /ɔːtəm/
 band (n) /bənd/
 be careful (phr)
 blow (v) /bləʊ/
 blues (n) /bluːz/
 boiling hot (phr)
 chilly (adj) /tʃɪli/
 classical (adj) /klæsɪkəl/
 cold (adj) /kəʊld/
 crash (v) /kræʃ/
 cry (v) /kraɪ/
 December (n) /dɪsembə/
 enough is enough (phr)
 February (n) /febjuəri/
 freezing cold (phr)
 hide (v) /haɪd/
 January (n) /dʒænjəri/
 July (n) /dʒʊlaɪ/
 June (n) /dʒuːn/
 magical (adj) /mædʒɪkəl/
 May (n) /meɪ/
 month (n) /mʌnθ/
 November (n) /nəʊvembə/
 October (n) /ɒktəʊbə/
 pour (v) /pɔː/
 rain (v) /reɪn/
 rainy (adj) /reɪni/
 relaxed (adj) /rɪlæks/
 remind (v) /rɪmaɪnd/
 rock (n) /rɒk/

sad (adj) /sæd/
 scream (v) /skriːm/
 season (n) /siːzən/
 September (n) /septembə/
 shine (v) /ʃaɪn/
 shout (v) /ʃaʊt/
 sightseeing (n) /saɪtsiːŋ/
 sky (n) /skaɪ/
 snow (v) /snəʊ/
 snowy (adj) /snəʊi/
 spring (n) /sprɪŋ/
 stressed (adj) /strest/
 summer (n) /sʌmə/
 sunny (adj) /sʌni/
 thunderstorm (n)
 /θʌndəˈstɔːm/
 upset (adj) /ʌpsɛt/
 weather (n) /weðə/
 wet (adj) /wet/
 wind (n) /wɪnd/
 windy (adj) /wɪndi/

UNIT 6b

action (n) /ækʃən/
 average (adj) /ævərɪdʒ/
 bungee jump (v) /bʌndʒɪ
 dʒʌmp/
 climb (v) /klaɪm/
 continue (v) /kənɪnjuː/
 cross (v) /krɒs/
 dare (v) /deə/
 daylight (n) /deɪlaɪt/
 expedition (n) /ekspɪdɪʃən/
 glacier (n) /ɡlæɪsɪə/
 historic (adj) /hɪstɒrɪk/
 hold (v) /həʊld/
 ice (n) /aɪs/
 ice-skating (n) /aɪs sketɪŋ/
 journey (n) /dʒɜːni/
 lake (n) /leɪk/
 look forward to (phr v) /lʊk
 fɔːwəd tu/
 make history (phr)
 mountain (n) /maʊntɪn/
 proud (adj) /praʊd/
 pull (v) /pʊl/
 reach (v) /riːtʃ/
 rough (adj) /rʌf/
 sail (v) /seɪl/
 scene (n) /siːn/
 scuba dive (v) /skuːbə daɪv/

sharp (adj) /ʃɑːp/
sled (n) /sled/
snowboard (v) /snoʊbɔːd/
temperature (n)
/temprətʃə/
throughout (prep) /θruːaʊt/
water-ski (v) /wɔːtəˈski/
windsurf (v) /wɪndzɜːf/

UNIT 6c

absolutely (adv) /æbsəluːtli/
blouse (n) /blaʊz/
boot (n) /buːt/
changing room (n)
/tʃeɪndʒɪŋ ruːm/
clothes (n) /kloʊðz/
colourful (adj) /kʌləˈfʊl/
cruise (n) /kruːz/
dark blue (adj) /dɑːk bluː/
denim jacket (n) /denɪm
dʒækit/
disagree (v) /dɪsəɡriː/
dress (v) /dres/
fashionable (adj)
/fæʃənəbəl/
glove (n) /ɡlʌv/
go with (phr v) /ɡoʊ wɪð/
half price (adj) /hɑːf praɪs/
have second thoughts (phr)
horrible (adj) /hɒrɪbəl/
jacket (n) /dʒækit/
keen (adj) /kiːn/
kid (v) /kɪd/
no chance (phr)
pack (v) /pæk/
raincoat (n) /reɪnkəʊt/
scarf (n) /skɑːf/
shirt (n) /ʃɜːt/
shoe (n) /ʃuː/
shorts (n) /ʃɔːts/
skirt (n) /skɜːt/
sock (n) /sɒk/
style (n) /stɑɪl/
suit (n) /suːt/
sunglasses (n) /sʌŋɡləsɪz/
swimsuit (n) /swɪmsuːt/
tie (n) /taɪ/
tracksuit (n) /træksuːt/
trainers (n) /treɪnəˈz/
trendy (adj) /trendi/
trip (n) /trɪp/

trousers (n) /traʊzəˈz/
T-shirt (n) /tɪʃɜːt/
warm (adj) /wɔːm/

UNIT 6d

camel (n) /kæməl/
close up (n) /kloʊs ʌp/
fabulous (adj) /fæbjʊləs/
pyramid (n) /pɪrəˈmɪd/
sight (n) /saɪt/
souvenir (n) /suːvənəˈr/
taxi (n) /tæksi/

CULTURE CLIP 6

bite (n) /baɪt/
building (n) /bɪldɪŋ/
cyclist (n) /saɪklist/
disappointed (adj)
/dɪsəˈpɔɪntɪd/
experience (n) /ɪkspɪəriəns/
ferry (n) /feri/
head for (phr v) /hed fə/
jogger (n) /dʒɒɡə/
nightlife (n) /naɪtlaɪf/
recognise (v) /rekəɡnaɪz/
rich (adj) /rɪtʃ/
rub shoulders with sb (phr)
skater (n) /skeɪtə/
skyline (n) /skaɪlaɪn/
window shopping (n)
/wɪndəʊ ʃɒpɪŋ/

ACROSS THE CURRICULUM 3

cotton (n) /kɒtən/
material (n) /məˈtɪəriəl/
nylon (n) /naɪlən/
wool (n) /wʊl/

SONGSHEET 3

breathe out (phr v) /briːð
aʊt/
butterfly (n) /bʌtəˈflaɪ/
human (adj) /hjuːmən/
kiss (v) /kɪs/
non-human (adj) /nɒn
hjuːmən/
quality (n) /kwɒləti/

rehearsing (v) /rɪhɜːsɪŋ/
snowflake (n) /snoʊfleɪk/

Module 4

UNIT 7a

acting (adj) /æktɪŋ/
beauty contest (n) /bjuːti
kɒntest/
big hit (n) /bɪɡ hɪt/
birth (n) /bɜːθ/
bodybuilding (n)
/bɒdɪˈbɪldɪŋ/
brainteaser (n) /breɪntɪːzə/
bricklayer (n) /brɪkleɪə/
charmed (adj) /tʃɑːmd/
checkout (n) /tʃekʌʊt/
date (n) /deɪt/
field (n) /fiːld/
hungry (adj) /hʌŋɡri/
join (v) /dʒɔɪn/
law (n) /lɔː/
navy (n) /neɪvi/
pastime (n) /pɑːstaɪm/
postman (n) /pəʊstmən/
president (n) /prezɪdnt/
role (n) /roʊl/
shepherd (n) /ʃepərd/
start (v) /stɑːt/
success (n) /səkses/
sweetheart (n) /swiːthɑːt/
university (n) /juːnɪvɜːsɪti/
I was born (phr)
wizard (n) /wɪzərd/

UNIT 7b

a short while (phr)
alive (adj) /əˈlaɪv/
arrow (n) /æroʊ/
bow (n) /boʊ/
buffalo (n) /bʌfəloʊ/
canoe (n) /kənuː/
caribou (n) /kærɪbuː/
celebration (n) /selɪbreɪʃən/
Cheyenne (n) /ʃaɪæn/
cruel (adj) /kruːəl/
deer (n) /diː/
drum (n) /drʌm/
forever (adv) /fəˈevə/
gather (v) /ɡæðə/

grown-up (n) /ɡroʊnʌp/
igloo (n) /ɪɡluː/
Inuit (n) /ɪnjuɪt/
kayak (n) /kaɪæk/
maybe (adv) /meɪbi/
memory (n) /meməri/
moment (n) /moʊmənt/
nearby (adv) /nɪəˈbaɪ/
polar bear (n) /pəʊləˈbeə/
river (n) /rɪvə/
seal (n) /siːl/
skin (n) /skɪn/
spear (n) /spɪə/
tent (n) /tent/
tepee (n) /tiːpiː/
way (n) /weɪ/
weapon (n) /wepən/
whale (n) /weɪl/
wood (n) /wʊd/

UNIT 7c

apple pie (n) /æpəl paɪ/
as usual (phr)
bee (n) /biː/
believe (v) /bɪliːv/
cow (n) /kaʊ/
destroy (n) /dɪstrɔɪ/
disaster (n) /dɪzəˈstə/
entry (n) /entri/
exam (n) /ɪgzæm/
habit (n) /hæbɪt/
hectic (adj) /hektɪk/
invite (v) /ɪnvɑɪt/
kangaroo (n) /kæŋɡərʊ/
lazy (adj) /leɪzi/
lizard (n) /lɪzəd/
moon (n) /muːn/
noisy (adj) /nɔɪzi/
pouch (n) /paʊtʃ/
rag (n) /ræg/
regularly (adv) /regjʊləˈli/
shampoo (n) /ʃæmpuː/
soap opera (n) /soʊp
ɒpərə/
take-away meal (n) /teɪk
əweɪ miːl/

UNIT 7d

a living proof (phr)
biography (n) /baɪɒɡrəfi/

consider (v) /kənsɪdə/
discover (v) /dɪskʌvə/
footballer (n) /fʊtbɔːlə/
game (n) /ɡeɪm/
joy (n) /dʒɔɪ/
riches (n) /rɪtʃɪz/
talented (adj) /tæləntɪd/

CURRICULAR CUTS 7: History

boxer shorts (n) /bɒksə
ʃɔːts/
copy (v) /kɒpi/
decision (n) /dɪsɪʒən/
drive-in movies (n) /draɪv ɪn
muːvɪz/
express (v) /ɪkspres/
idol (n) /aɪdəl/
influence (n) /ɪnfluəns/
pony tail (n) /pɒni teɪl/
popular (adj) /pɒpjələ/
portable (adj) /pɔːtəbəl/
teenager (n) /tiːneɪdʒə/
voice (n) /vɔɪs/
youth (n) /juːθ/

UNIT 8a

animal kingdom (n)
/ænɪməl kɪŋdəm/
blade (n) /bleɪd/
body (n) /bɒdi/
bony (adj) /boʊni/
close (v) /kloʊz/
creature (n) /kriːtʃə/
crush (v) /krʌʃ/
dinosaur (n) /daɪnəsɔː/
entrance hall (n) /entrəns
hɔːl/
exist (v) /ɪɡzɪst/
extinct animal (n) /ɪkstɪŋkt
ænɪməl/
flipper (n) /flɪpə/
frightening (adj) /fraɪtənɪŋ/
gorilla (n) /ɡərɪlə/
guidebook (n) /ɡaɪdbʊk/
head (n) /hed/
heavy (adj) /hevi/
horror film (n) /hɒrə fɪlm/
huge (adj) /hjuːdʒ/
land (n) /lənd/

leg (n) /leg/
metre (n) /mɪtə/
model (n) /mɒdəl/
neck (n) /nek/
no longer (phr)
painting (n) /peɪntɪŋ/
palaeontologist (n)
/pələɪntɒlədʒɪst/
period (n) /pɪəriəd/
probably (adv) /prɒbəbli/
reptile (n) /reptail/
roam (v) /roʊm/
sea (n) /siː/
shark (n) /ʃɑːk/
surprisingly (adv)
/səˈpraɪzɪŋli/
tail (n) /teɪl/
thick (adj) /θɪk/
upstairs (n) /ʌpsteez/
weigh (v) /weɪ/
wing (n) /wɪŋ/

UNIT 8b

afterwards (adv)
/ɑːftəwəˈdz/
astronaut (n) /æstrənɔːt/
beneath (prep) /bɪniːθ/
bury (v) /beri/
chimp (n) /tʃɪmp/
choice (n) /tʃɔɪs/
die (v) /daɪ/
explore (v) /ɪksplɔː/
fact (n) /fækt/
feel (v) /fiːl/
flight (n) /flaɪt/
grave (n) /ɡreɪv/
hall of fame (phr)
hang (v) /hæŋ/
headline (n) /hedlaɪn/
left-hand (adj) /left hænd/
lever (n) /liːvə/
lovable (adj) /lʌvəbəl/
nature (n) /neɪtʃə/
ocean (n) /oʊʃən/
path (n) /pɑːθ/
retire (v) /raɪə/
right-hand (adj) /raɪt
hænd/
shake (v) /ʃeɪk/
space travel (n) /speɪs
trævəl/

spacesuit (n) /speɪsɪt/
splash down (phr v) /splæʃ
daʊn/
stage (n) /steɪdʒ/
stand for (phr v) /stænd
fə/
star (n) /stɑː/
statue (n) /stætʃuː/
take on (phr v) /teɪk ɒn/
task (n) /tɑːsk/
zoo (n) /zuː/

UNIT 8c

capture (v) /kæptʃə/
daydream (v) /deɪdriːm/
embarrassing (adj)
/ɪmbærəsɪŋ/
fence (n) /fens/
hand (n) /hænd/
hat (n) /hæt/
jump (v) /dʒʌmp/
knock (v) /nɒk/
marry (v) /mæri/
miracle (n) /mɪrəkl̩/
nervous (adj) /nɜːvəs/
pick up (phr v) /pɪk ʌp/
sadness (n) /sædnəs/
safe (adj) /seɪf/
scary (adj) /skeəri/
smoke (n) /smoʊk/
stare (v) /steə/
step (v) /step/
story (n) /stɔːri/
sunshine (n) /sʌnʃaɪn/
take place (phr)
thankful (adj) /θæŋkfʊl/
you're joking (phr)

UNIT 8d

airport (n) /eəˈpɔːt/
button (n) /bʌtən/
involve (v) /ɪnvɒlv/
miserable (adj) /mɪzərəbəl/
patient (adj) /peɪʃnt/
presenter (n) /prɪzenteɪ/
press (v) /pres/
travel programme (n)
/trævəl prəʊɡræm/

LITERATURE CORNER

accident (n) /æksɪdənt/
beauty (n) /biːti/
brush (v) /brʌʃ/
fine (adj) /faɪn/
gentle (adj) /dʒentl̩/
good-tempered (adj) /ɡʊd
tempeɪd/
horse-drawn (adj) /hɔːs
draʊn/
intelligent (adj) /ɪntelɪdʒənt/
mane (n) /meɪn/
master (n) /mɑːstə/
mistreated (adj) /mɪstrɪtɪd/
mistress (n) /mɪstrəs/
moving (adj) /muːvɪŋ/
owner (n) /oʊnə/
reason (n) /riːzn/
remain (v) /rɪmeɪn/
sensible (adj) /sensɪbəl/
smooth (adj) /smuːð/
stable (n) /steɪbəl/
stir up (phr v) /stɜː ʌp/
sweet (adj) /swɪt/
tender (adj) /tendə/
ticklish (adj) /tɪkəlɪ/
treat (n) /triːt/
treatment (n) /triːtmənt/

SONGSHEET 4

Cherry Cola (n) /tʃeri
kɒlə/
keep on (phr v) /kiːp ɒn/
nylon stocking (n) /naɪlɒn
stɒkɪŋ/
rocking chair (n) /rɒkɪŋ
tʃeə/
shocking (adj) /ʃɒkɪŋ/
silver (adj) /sɪlvə/
softly (adv) /sɒftli/
stroke (n) /stroʊk/

Module 5

UNIT 9a

author (n) /ɔːθə/
best-seller (n) /best selə/
drop in (phr v) /drɒp ɪn/
emotional (adj) /ɪmoʊʃənəl/
estate (n) /ɪsteɪt/

Word List

funfair (n) /fʌnfeə/
 future (n) /fju:tʃə/
 heat (v) /hi:t/
 mention (v) /menʃn/
 mood (n) /mu:d/
 nutrition (n) /nju:triʃn/
 PC (abbreviation for
personal computer)
 pill (n) /pɪl/
 plan (n) /plæn/
 prediction (n) /prɪdɪkʃn/
 put on (phr v) /pʊt ɒn/
 science fiction (n) /saɪəns
 fɪkʃn/
 see to (phr v) /si: tu/
 selection (n) /sɪlekʃn/
 solar-powered (adj) /soʊlə
 paʊəd/
 space station (n) /speɪs
 steɪʃn/
 tomorrow (adv) /təməroʊ/
 transport (n) /trænsˈpɔ:t/
 underwater (adj)
 /ʌndəˈwɔ:tə/
 vacation (n) /vəkeɪʃn/
 virtual reality (n) /vɜ:ˈtʃuəl
 riæliti/
 wake up (phr v) /weɪk ʌp/

UNIT 9b

chance (n) /tʃɑ:ns/
 club (n) /klʌb/
 conservation (n)
 /kɒnsəˈveɪʃn/
 course (n) /kɔ:s/
 dessert (n) /dɪzɜ:t/
 develop (v) /dɪveləp/
 establish (v) /ɪstæblɪʃ/
 gain (v) /geɪn/
 gap year (n) /gæp jɪə/
 get married (phr)
 ice hockey (n) /aɪs hɒki/
 instructor (n) /ɪnstɹəktə/
 jet boating (n) /dʒet boʊtɪŋ/
 karate (n) /kəˈrɑ:ti/
 mainly (adv) /meɪnli/
 opportunity (n) /ɒpəˈtju:nɪti/
 personal (adj) /pɜ:sənəl/
 rafting (n) /rɑ:fɪŋ/
 region (n) /rɪdʒən/
 research (n) /rɪsɜ:tʃ/

snorkelling (n) /snɔ:kɪŋ/
 snowmobiling (n)
 /snəʊməʊbɪlɪŋ/
 surfing (n) /sɜ:fɪŋ/
 tough (adj) /tʌf/
 trekking (n) /trekɪŋ/
 tribe (n) /traɪb/
 venture (n) /ventʃə/
 wildlife (n) /waɪldlaɪf/

UNIT 9c

arrangement (n)
 /əˈreɪndʒmənt/
 bowling (n) /boʊlɪŋ/
 fix (v) /fiks/
 full board (n) /fʊl bɔ:d/
 goggles (n) /gɒɡlɪz/
 helmet (n) /helɪmt/
 ice skate (n) /aɪs sket/
 improve (v) /ɪmˈpru:v/
 key (n) /ki:/
 lifejacket (n) /laɪfˌdʒækɪt/
 loud (adj) /laʊd/
 rack (n) /ræk/
 racket (n) /rækɪt/
 rucksack (n) /rʌksæk/
 ski (n) /ski:/
 straight away (phr)
 surf board (n) /sɜ:f bɔ:d/
 turn down (phr v) /tɜ:n
 daʊn/

UNIT 9d

concert (n) /kɒnsə:t/
 day trip (n) /deɪ trɪp/
 diary (n) /daɪəri/
 fancy (v) /fænsi/
 free (adj) /fri:/
 unfortunately (adv)
 /ʌnfəˈtju:nətli/

CULTURE CLIP 9

arch (n) /ɑ:tʃ/
 area (n) /eəriə/
 brilliant (adj) /brɪljənt/
 century (n) /sentʃəri/
 definition (n) /defɪnɪʃn/
 double decker bus (n)
 /dʌbəl dekeɪ bʌs/

equivalent (adj) /ɪkwɪvələnt/
 event (n) /ɪvent/
 giant (adj) /dʒaɪənt/
 hopefully (adv) /hoʊpəfəli/
 pitch (n) /pɪtʃ/
 public (adj) /pʌblɪk/
 rugby (n) /rʌɡbi/
 sliding roof (n) /slaɪdɪŋ ru:f/
 stadium (n) /steɪdiəm/
 venue (n) /venju:/

UNIT 10a

appointment (n)
 /əˈpɔɪntmənt/
 behaviour (n) /biˈheɪvjə/
 broaden (v) /brɔ:dən/
 cashier (n) /kæʃjə/
 catch the train (phr)
 chew (v) /tʃu:/
 coach (n) /kəʊtʃ/
 counter (n) /kaʊntə/
 detailed (adj) /diˈteɪld/
 driving license (n) /draɪvɪŋ
 laɪsəns/
 during (prep) /dʒʊərɪŋ/
 enter (v) /entə/
 etiquette (n) /etɪket/
 even number (n) /iːvən
 nʌmbə/
 fill up (phr v) /fɪl ʌp/
 gesture (n) /dʒestʃə/
 gift (n) /ɡɪft/
 gum (n) /ɡʌm/
 host (n) /həʊst/
 international (adj)
 /ɪntəˈnæʃənəl/
 microchip (n) /maɪkroʊtʃɪp/
 neon light (n) /ni:ən laɪt/
 obligation (n) /ɒblɪgeɪʃn/
 per carrier (n) /pɜ:kæriə/
 plane (n) /pleɪn/
 polite (adj) /pəleɪt/
 prohibition (n) /prəʊɪbɪʃn/
 punctual (adj) /pʌŋktʃuəl/
 rude (adj) /ru:d/
 sole (n) /soʊl/
 suitcase (n) /su:tkeɪs/
 take off (phr v) /teɪk ɒf/
 tap water (n) /tæp wɔ:tə/
 taxi driver (n) /tæksi draɪvə/
 tip (v) /tɪp/

touch (v) /tʌtʃ/
 train (n) /treɪn/
 travel light (phr)
 understanding (n)
 /ʌndəˈstændɪŋ/
 unlucky (adj) /ʌnlʌki/
 visa (n) /vɪzə/
 waiter (n) /weɪtə/
 wise (adj) /waɪz/

UNIT 10b

bill (n) /bɪl/
 can't wait (phr)
 cave (n) /keɪv/
 dry cleaner (n) /draɪ klɪnə/
 falls (n) /fɔ:lz/
 forest (n) /fɒrɪst/
 frog (n) /frɒɡ/
 get back (phr v) /get bæk/
 incredible (adj) /ɪnkredɪbəl/
 jungle (n) /dʒʌŋɡl/
 mount (n) /maʊnt/
 volcano (n) /vɒlkeɪnoʊ/

UNIT 10c

accept (v) /æksept/
 arrange (v) /əˈreɪndʒ/
 be up to (phr v) /bi ʌp tu/
 business (n) /ˈbɪznɪs/
 catch up (phr v) /kæʃ ʌp/
 change jobs (phr)
 compliment (n)
 /kɒmplɪmənt/
 for ages (phr)
 hairstyle (n) /heəˈsteɪl/
 meet up (phr v) /mi:t ʌp/
 redecorate (v) /riːdekoʊreɪt/
 travel agent (n) /trævəl
 eɪdʒənt/
 weight (n) /weɪt/

UNIT 10d

apology (n) /əˈpɒlədʒi/
 drama school (n) /dræmə
 sku:l/
 foreign (adj) /fɒrɪn/
 in touch (phr)
 lighting design (n) /laɪtɪŋ
 dɪzəɪn/

management (n) /mænidʒmənt/
 punctuation (n) /pʌŋktʃuəl̩ən/
 sooner (adv) /suːnə/
 spelling (n) /speliŋ/
 stage fencing (n) /steɪdʒ fensɪŋ/
 workshop (n) /wɜːkʃɒp/

CURRICULAR CUTS 10 Science

all year round (phr)
 burn (v) /bɜːn/
 cause (n) /kɔːz/
 damage (n) /dæmɪdʒ/
 diagram (n) /daɪəgræm/
 divide (v) /dɪvaɪd/
 factor (n) /fæktə/
 lotion (n) /ləʊʃən/
 ozone layer (n) /oʊzoʊn leɪə/

powerful (adj) /paʊəfʊl/
 ray (n) /reɪ/
 redden (v) /redən/
 sunscreen (n) /sʌnskriːn/
 suntan (n) /sʌntæn/
 tan (n) /tæn/

ACROSS THE CURRICULUM 5

captain (n) /kæptɪn/
 leader (n) /liːdə/
 literature (n) /lɪtərətʃə/
 monster (n) /mɒnstə/
 novel (n) /nɒvəl/
 win a bet (phr)

SONGSHEET 5

hold on (phr v) /həʊld ɒn/
 sweep off (phr v) /swiːp ɒf/
 toe (n) /toʊ/

HOGMANAY

bell (n) /bel/
 bun (n) /bʌn/
 coal (n) /kəʊl/
 firework display (n) /faɪəwɜːk dɪspleɪ/
 first-footer (n) /fɜːst fʊtə/
 forget (v) /fəˈget/
 metal (n) /metl/
 midnight (n) /mɪdnaɪt/
 out of mind (phr)
 relative (n) /rəleɪtɪv/
 ringing sound (n) /rɪŋɪŋ saʊnd/
 shortbread (n) /ʃɔːtbred/
 strike (v) /straɪk/
 substance (n) /sʌbstəns/
 toast (n) /təʊst/

VALENTINE'S DAY

bonny (adj) /bɒni/
 carve (v) /kɑːv/

custom (n) /kʌstəm/
 decoration (n) /dekəreɪʃən/
 friendship (n) /frendʃɪp/
 run dry (phr)
 heart (n) /hɑːt/
 lass (n) /læs/
 melody (n) /melədi/
 particular (adj) /pəˈtɪkjələ/
 passion (n) /pæʃən/
 poem (n) /pəʊɪm/
 represent (v) /reprɪzent/
 sleeve (n) /sliːv/
 sunrise (n) /saɪnaɪz/
 tune (n) /tjuːn/
 unlock (v) /ʌnlɒk/
 wooden (adj) /wʊdən/

Tapescripts

Self Assessment 1

◆ Exercise 7 (p. 25)

- B:** ... anyway Dave, let me show you all my shopping! I love shopping in other countries!
- D:** Alright ... go on then.
- B:** Well ... this camera is from France.
- D:** A new camera ... wow! That looks expensive.
- B:** Does it? It isn't you know ... France is great for shopping. And look at this bag ... guess where it's from!
- D:** Errr ... Italy?
- B:** No! It's from Greece! Bags are so cheap in Greece!
- D:** That's great ... what else have you got? Is that a cassette?
- B:** Oh, yes! It's a cassette of Spanish music ... from Spain of course. It's great to dance to.
- D:** Yeah ... I love Spanish music – I always listen to it on the radio. Can we play it later?
- B:** Of course ... and these are for you. I know how much you like chocolates.
- D:** Ooooh! Thanks Belinda. They look delicious!
- B:** They're from Germany ... German chocolate's really nice. By the way ... how's your coffee?
- D:** My coffee? It's really good, actually! Don't tell me! This is from your holiday too!
- B:** But of course! ... it's from Turkey!
- D:** Turkey, eh? Belinda ... you're a shopping genius! Why don't you write a book about it?
- B:** Hmm. ... that's not a bad idea, actually! (laughs)

Self Assessment 2

◆ Exercise 6 (p. 45)

- 1 What time can Susie go to the cinema?
Susie: What time does the film start, Brad?
Brad: Let me see ... There's one at 6:30 and at 9:00.
Susie: I've got to be home at 10:30 so 9:00 is no good for me.
Brad: OK, 6:30 it is.
- 2 Which house does the woman want?
Woman: I live in a flat and I'd like to find a house next to a lake for the summer.
Man: There's an attractive villa and a beautiful little cottage. They're both next to a lake.
Woman: I want something small and traditional. The cottage sounds perfect.
Man: OK. Let's look at some pictures ...
- 3 What subject does Kelly have now?
Steve: Hi, Kelly! Do you have Music with Mr Green now?
Kelly: What day is it today?
Steve: It's Friday.
Kelly: Well, I have Art on Wednesday, Science on Thursday, and Music on Friday. So, I guess I do!
Steve: Come on then.
- 4 What does Peter want to be?
Mr Taber: And you are ... Peter Jenkins. What would you like to do when you finish school, Peter?
Peter: Well, I love animals a lot, but I don't like taking care of sick ones, so I don't want to be a vet.
Mr Taber: What about a doctor? I see you are very good at Science.

Peter: It's something to think about, but I like travelling and visiting new places. I think a pilot would be a better job for me.

Self Assessment 3

◆ Exercise 5 (p. 65)

Speaker 1: I don't really do a lot of sport, but one thing I want to try is sailing. Some friends of mine go sailing all the time, and I'm thinking about joining them next time they go.

Speaker 2: One of my favourite things is bungee jumping ... I love it! I usually go every weekend, on Saturdays and Sundays! It's great ... I can't get enough of it.

Speaker 3: Well, for me, scuba diving is the best! I'm crazy about it. I'd live underwater if I could!

Speaker 4: I'm quite an active person, and I do a lot of things ... but I'm not very good at windsurfing. I find it really difficult – it's one of the hardest things for me. I don't know why!

Self Assessment 4

◆ Exercise 6 (p. 85)

- Val:** Hello Elaine, how are you? Are you going to the shops?
Elaine: Oh hi, Val! I'm fine ... I'm on my way to pick up Thomas from school. I'm taking him to see the children's play at the Lyric Theatre.
Val: Oh, you mean *Rollercoaster*. I saw it last week.
Elaine: That's right – *Rollercoaster* ... Did you enjoy it?
Val: Yes, it was really good ... Harry had a great time.
Elaine: Did he? I was worried Thomas might get bored. He's only eight after all! Harry's ten – he's a bit older.
Val: Don't worry! It's for children of seven and over. It's very funny ... we laughed all the way through. Then, at the end, they had a talent competition.
Elaine: A talent competition?
Val: Yes ... They invited some kids on stage to join in the singing and dancing.
Elaine: Really?
Val: Yes, it was lots of fun. Harry won a prize ... he was so pleased with himself!
Elaine: What did he win?
Val: A DVD ... you know ... that new film with Jim Carrey?
Elaine: Oh yes ... Thomas wants to see that one.
Val: Well you never know ... he might win one too!
Elaine: (laughs) Well anyway, it sounds like a lot of fun. I'd better go ... bye, Val ... see you.
Val: Have a good time! Let me know what you thought of it.

Self Assessment 5

◆ Exercise 8 (p. 105)

- (sfx phone rings)
- A:** Great Escapes Travel ... how can I help you?
B: Hello ... I'm calling to find out if you have any package holidays available.
A: Yes, madam, we do. We have some very good deals on package holidays in Spain.
B: Spain, did you say?

A: Yes – Spain's very popular with tourists.
B: Is that for one week or two?
A: Two weeks ... fourteen days ... on the Costa Del Sol.
B: Two weeks, I see ... and what about the hotel? What kind of hotel is it?
A: It's a luxury hotel with full board.
B: Hmm, it sounds very nice ... and the flight is included in the price, is it?

A: Yes, that's right, madam ... and the package costs 269 pounds.
B: Sorry, how much?
A: 269 pounds – it's a real bargain.
B: 269 pounds ... that's really good. Can I call in later?
A: Of course – we're open till 6.
B: Six o'clock ... OK ... Thank you, bye.

Suggested Answers section

Pairwork Activities

◆ 1A

- B:** What is the name of the camp?
A: Camp Relax.
B: What's the phone number?
A: The phone number is 555 345 788.
B: Where is the camp?
A: The camp is in Montana in the USA.
B: What is the e-mail address?
A: I don't know, but the web address is www.camprelax.com
B: What activities can you do there?
A: You can play chess or table tennis. You can also draw or take cookery lessons.

◆ 1B

- A:** What is the host family's name?
B: The host family's name is Yamada.
A: Who are the family members?
B: There's a mother, a father, two boys and a girl.
A: What is their favourite activity?
B: Their favourite activity is swimming.
A: Where are they from?
B: They are from Japan.
A: What is their favourite food?
B: Their favourite food is sushi.

◆ 2A

- B:** What is the name of the school?
A: Barnes School.
B: When is the benefit concert on?
A: It's on Saturday 29th and Sunday 30th of September.
B: Where is the concert at?
A: It's at Mainline Stadium.
B: How much are the tickets?
A: Tickets cost £2.50.

◆ 2B

- A:** Where is the house?
B: It's in Bathgate in Scotland.
A: How much does it cost?
B: It costs £150 per week.
A: How many rooms are there?
B: There are two bedrooms, a living room and a kitchen.
A: Is there a garden?
B: Yes, there is a small garden.
A: What is the telephone number?
B: The telephone number is 01506 496556.

◆ 3A

- B:** What is the name of the market?
A: Brixton Market.
B: When is it open?
A: It's open from Monday to Saturday from nine to six, but it closes at three on Wednesday.
B: What is the nearest station to the market?
A: The nearest station is Brixton.
B: What do they sell at the market?
A: They sell clothes, food and other things.
B: Where is the market?
A: It's on Electric avenue in Brixton.

◆ 3B

- A:** What is the name of the restaurant?
B: Jasmine's Restaurant.
A: Where is the restaurant?
B: It's 82, Sloane Avenue.
A: What kind of food can you eat there?
B: Indian food.
A: What's the nearest station?
B: The nearest station is Sloane Square.
A: How much does a meal cost?
B: It costs £17 per person.

◆ 4A

- B:** Is the museum open at weekends?
A: Yes, it's open every day.
B: Is there a café in the museum?
A: Yes, there is.
B: Is there a place for children to play?
A: Yes, there is a playground for children.
B: How much do children's tickets cost?
A: They cost £1.95.
B: Is there a special price for groups?
A: Yes, there is.

◆ 4B

- A:** When is the writing workshop?
B: It's on the 10th and 11th of July.
A: Where is it taking place?
B: In Tanner House, Ashburton.
A: How much does it cost?
B: It costs £250.
A: What is the telephone number?
B: It's 01364 652 772.
A: Can children do the course?
B: No, you must be over 18 to do the course.

◆ 5A

- B:** What activities can you do during the course?
A: You can do rock climbing, and go trekking, rafting, or diving. (During the winter you can do mountain biking instead of diving.)
B: What's the telephone number?
A: The telephone number is 01978 86918.
B: How much does the course cost?
A: It costs £230.
B: What does the price include?
A: The price includes the course and Bed & Breakfast.
B: Do they do mountain biking?
A: Yes, in the winter, mountain biking replaces diving.

◆ 5B

- A:** What's the name of the hotel?
B: The name of the hotel is Rosita Suites.
A: Where is the hotel?
B: The hotel is in Mexico.
A: How many days is the holiday?
B: It's a seven-day holiday.
A: What kind of facilities are there at the hotel?
B: There's a spa, a pool, a restaurant and a car park.
A: How much does the holiday cost?
B: The holiday costs £1,500 including flights.

Evaluations

Instruments for Evaluation

Evaluation is an essential part of the learning process. It helps the learners realise their progress in the target language, how much they have achieved and what areas need further practice. The learners' attitude towards their own learning experience is positively influenced as they participate in the whole process. Evaluation also allows teachers to reflect on the validity of their teaching practices and the types of material being used.

The process is basically divided into three parts: *initial evaluation* at the beginning of the course, *formative evaluation*, which is done on a daily basis, and *cumulative evaluation* upon finishing a module.

- In *Upstream Beginner*, the evaluation activities are included in the Teacher's Book and the Student's Book.

Initial evaluation

This evaluation centres mainly on the Ss' reports from the previous school year. The teacher can assess the Ss' level, work already covered, work needed to be covered, strengths, weaknesses, etc.

Formative evaluation

Any exercise a student does can be used for this type of evaluation. The results are then recorded on the student's *Formative Evaluation Chart* (page 158T).

Make as many photocopies as you need and complete the charts as indicated. Write the names of the activities you are going to evaluate (for example, the dialogues, the texts and so on) and write the marks obtained with the help of the following code:

'c' (competence): the student recognises and produces the language.

'w' (working on): the student recognises but does not produce the language correctly.

'n' (non-competence): the student does not recognise the language.

Cumulative evaluation

In order to obtain reliable information, the cumulative evaluation takes into account the work the Ss have done throughout the module as well as their participation and attitude. The course is followed by two forms of cumulative evaluation:

- **Student's Self-Assessment Forms (pp. 159T-163T)**
The Ss go through the module and record examples of the competences described. Then, they give a personal evaluation of themselves upon completion of each *Self-Assessment* section. They file these forms in their *Language Portfolios*.
- **Progress Report Cards (pp. 164T-166T)**
The teacher completes them, one per student, after each modular test and gives them to the Ss to file them in their *Language Portfolios*.

Formative Evaluation Chart

Name of game/activity:

Aim of game/activity:

Module: Unit: Course:

Students' names:		Mark and comments
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
15		
16		
17		
18		
19		
20		
21		
22		
23		
24		
25		

Evaluation criteria: c (green) w (yellow) n (red)

Cumulative Evaluation

Student's Self Assessment Forms

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form

Module 1

Go through Module 1 and find examples of the following. Use the code to evaluate yourself.

- give geographical information (countries, capital cities, nationalities)

- ask for/give personal information

- introduce myself and greet others

- identify and describe family members

- talk about personal possessions

- talk about abilities

- ask for/offer help

Go through the corrected writing tasks. Use the code to evaluate yourself.

- do a project about another country

- do a project about my family

- write an Internet registration form

- write a letter to a pen-pal

- write a Host Post entry

- write a postcard

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form**Module 2**

Go through Module 2 and find examples of the following. Use the code to evaluate yourself.

• express preferences	
• talk about daily routine	
• talk about school subjects	
• tell the time	
• talk about jobs and job preferences	
• identify rooms and things in a house	
• describe houses	
• talk about location	
• give directions	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a song for a song competition	
• write about my daily routine	
• write a job ad	
• write a paragraph about my (dream) house	
• write a home exchange listing	
• write a fax message	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form**Module 3**

Go through Module 3 and find examples of the following. Use the code to evaluate yourself.

• express food preferences	
• order food	
• give advice about cooking	
• give cooking instructions	
• talk about the weather and how it makes me feel	
• describe actions happening at the time of speaking	
• talk about activities	
• talk about clothes	
• compare things	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a star menu	
• make a shopping list	
• write a recipe	
• write a postcard	
• make a poster	
• write a letter while on holiday	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form**Module 4**

Go through Module 4 and find examples of the following. Use the code to evaluate yourself.

• give dates of birth	
• talk about life in the past	
• talk about the weekend	
• talk about past habits	
• describe extinct animals	
• narrate events	
• show surprise	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write a paragraph about someone famous from your country	
• write a web page entry	
• write a biography	
• write about an extinct animal	
• write about a famous animal	
• write a story	

CODE

**** Excellent

*** Very Good

** OK

* Not Very Good

Student's Self Assessment Form**Module 5**

Go through Module 5 and find examples of the following. Use the code to evaluate yourself.

• make predictions about the future	
• give personal plans and intentions	
• invite people out in English	
• give information to people travelling to my country	
• talk about personal experiences	
• talk about personal changes	
• pay/accept compliments in English	

Go through the corrected writing tasks. Use the code to evaluate yourself.

• write magazine ads	
• write about an organisation that offers courses	
• write an e-mail	
• write a paragraph giving information to people visiting my country	
• write a travel magazine article	
• write a friendly letter	

Progress Report Cards

Progress Report Card

..... (name) can:

Module 1

	very well	OK	not very well
give geographical information (countries, capital cities, nationalities)			
ask for/give personal information			
introduce themselves and greet others			
identify and describe family members			
talk about personal possessions			
talk about abilities			
ask for and offer help			
do a project about another country			
do a project about his/her family			
write an Internet registration form			
write a letter to a pen-pal			
write a Host Post entry			
write a postcard			

Progress Report Card

..... (name) can:

Module 2

	very well	OK	not very well
express preferences			
talk about daily routine			
talk about school subjects			
tell the time			
talk about jobs and job preferences			
identify rooms and things in a house			
describe houses			
talk about location			
give directions			
write a song for a song competition			
write about their daily routine			
write a job ad			
write a paragraph about his/her (dream) house			
write a home exchange listing			
write a fax message			

Progress Report Card

..... (name) can:

Module 3

	very well	OK	not very well
express food preferences			
order food			
give advice about cooking			
give cooking instructions			
talk about the weather and how it makes him/her feel			
describe actions happening at the time of speaking			
talk about activities			
talk about clothes			
compare things			
write a star menu			
make a shopping list			
write a recipe			
write a postcard			
make a poster			
write a letter while on holiday			

Progress Report Card

..... (name) can:

Module 4

	very well	OK	not very well
give dates of birth			
talk about life in the past			
talk about the weekend			
talk about past habits			
describe extinct animals			
narrate events			
show surprise			
write a paragraph about someone famous from his/her country			
write a web page entry			
write a biography			
write about an extinct animal			
write about a famous animal			
write a story			

Progress Report Card

..... (name) can:

Module 5

	very well	OK	not very well
make predictions about the future			
give personal plans and intentions			
invite people out in English			
give information to people travelling to his/her country			
talk about personal experiences			
talk about personal changes			
pay/accept compliments in English			
write magazine ads			
write about an organisation that offers courses			
write an e-mail			
write a paragraph giving information to people visiting his/her country			
write a travel magazine article			
write a friendly letter			

ge Portfolio

My Language Portfolio

You can find useful information regarding the *Language Portfolio* in the Introduction (p. II).

The aim of the *Language Portfolio* is to develop the learners' autonomy. However, they should be guided at first on how to organise their work, keep records, access their own information, etc. Once a routine has been established and the learners are beginning to develop their autonomy, you can start giving them more responsibility and freedom. The learners will still appreciate your feedback and appraisal though, so it is important that you monitor and facilitate their efforts.

First Steps

After a couple of months and once the Ss have made some progress in the English language, we suggest that you start working on the Language Portfolio. At the beginning of your first session, ask the Ss to turn to page three of their Language Portfolio. Go through the letter together, making sure that the Ss have a thorough understanding of the concept of the Language Portfolio. Encourage them to ask questions about anything they don't understand. Then, give the Ss some time to arrange their portfolios. Go around, providing any necessary help.

Once the Ss have arranged their Portfolios, go through each page together, commenting on the layout and pictures, and giving a brief explanation of what's on each page. During the next few sessions, spend some time going through the *Language Biography* section, providing any necessary help. Once this has been completed, encourage the Ss to do the activities in the *Dossier* section.

How to approach each section

I Language Passport

Read the introductory paragraph as the Ss read silently. Answer any questions they may have. Each time you give them something for this section, remind them to make a record and file it in the appropriate section of their Portfolios.

II Language Biography

Spend some time on each section, making sure the Ss know what is required of them.

Here is a brief explanation of the rationale of each section:

- *All about me:* The Ss fill in their personal information and record their exposure to the English language.
- *How I learn:* Go through the section along with your Ss, providing any necessary help. The purpose of this section is for both you and your Ss to be able to determine each student's individual learning style (i.e. visual/spatial, auditory, tactile/kinaesthetic) and needs.
- *My language experience:* Ss record their intercultural experiences here.
- *Now I can...:* The Ss have the opportunity to assess their own learning. If the Ss move to a new school or another country, their teachers will also be able to gauge their level.
- *Future plans:* The Ss record their intentions and ambitions concerning their improvement in the target language.

III Dossier

The activities have been designed to reinforce the language covered in each module. You can choose to do them upon completion of each module or at a time convenient to you, provided that the Ss have covered the corresponding module. It is suggested that you participate in the activities by bringing in a completed version of an activity you wish to present. The Ss need to be motivated and inspired. Below are some suggestions on how to approach each activity. Every time a student presents you with an activity, give them due praise and attention. In general, make him/her feel that they have done something special; in this way, all of your Ss will be encouraged to do likewise.

Stars in my eyes!

Read the example and explain the activity. The Ss find pictures and information about their favourite stars and write a short paragraph about them.

Where are they from?

Read the example and explain the activity. The Ss stick on pictures of products and write a short description of them.

I love TV!

Read the example and explain the activity. The Ss stick on a picture of their favourite TV character and write a paragraph about him/her.

Happy campers!

Read the example and explain the activity. The Ss design an ad for their own camp.

A good job!

Read the example and explain the activity. The Ss interview three people whose jobs they find interesting and record the findings.

It's such a perfect day!

Read the example and explain the activity. Ss think of what they would like to do on their perfect day and write a short paragraph. They attach a picture illustrating their perfect day.

My neighbourhood

Read the example and explain the activity. The Ss draw a plan of their neighbourhood and write a short description of it.

Out and about

Read the example and explain the activity. The Ss do a survey about favourite shops in their neighbourhood and what kind of shops the people would like to have in their neighbourhood.

My kind of food!

Read the example and explain the activity. The Ss write about a typical dish from their own country.

Commercial break!

Read the example and explain the activity. The Ss find English slogans about food/drink items in their country.

The price is right!

Read the example and explain the activity. The Ss do a survey about the prices of various items of clothing in different shops.

Fashion guru

Read the example and explain the activity. The Ss collect pictures of fashion dos and don'ts and write a short description of them.

Family history

Read the example and explain the activity. The Ss write a short biography of their grandparents' early life.

Looking back

Read the example and explain the activity. The Ss write a short paragraph about a decade of the 20th century, including information about music, fashion, films, etc.

Animal assortment

Read the example and explain the activity. The Ss sort the given animals into categories (which are extinct animals, which are famous animals on TV, etc)

Key

Extinct animals: *Brontosaurus, Dodo, Mammoth*

Famous animals on TV/film: *Beethoven (a St. Bernard dog), André (a seal), Mr Bigglesworth (a cat belonging to Dr Evil in the Austin Powers films)*

Famous horses in History: *Bucephalus (Alexander the Great's horse), Comanche (the only living thing that the US cavalry got back from the Battle of Little Bighorn), Marengo (Napoleon's horse)*

Endangered animals: *panda, whale, tiger*

Bookworm!

Read the example and explain the activity. The Ss interview two people and write information about the last book they read.

Looking ahead!

Read the example and explain the activity. The Ss make predictions about next year.

Future fun

Read the example and explain the activity. The Ss design a gadget for the future and write what it will be able to do.

What have you decided?

Read the example and explain the activity. The Ss do a survey about ten people's holiday intentions for the summer.

Summer shopping

Read the example and explain the activity. The Ss decide what to spend 300 euros on.

Upstream

BEGINNER A1+

Upstream Beginner is a modular secondary-level course for learners of the English language at CEF A1+ level. The series combines active English learning with a variety of lively topics presented in themed units.

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- *Cultural, Curricular and Literature* Sections
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Components

Student's Book
Workbook Student's
My Language Portfolio
Teacher's Book (interleaved)
Workbook Teacher's (overprinted)
Class Audio Cassettes/Audio CDs
Student's Audio Cassette/Audio CD
Test Booklet

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